THERAPEUTIC LEADERSHIP FOR A PARISH TASK GROUP

A New Approach To An Old Dilemma

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CHAPTER I

INTRODUCTION AND STATEMENT OF PURPOSE

I. THE INTERACTIVE PROBLEM OF THE PARISH TASK GROUP

What happens when a more therapeutically-oriented leadership style is introduced into a group primarily committed to task completion? What impact does it have upon the interpersonal and intrapersonal behavior of the members of the group? What does it do to the task efficiency of the group? How do the identified leaders of the group respond? How, if at all, does it alter the ethos of the total group?

These are not idle questions to ask of one of the most task-bound groups of any organization, the governing board of the local parish. Perhaps to some, this is a grossly unfair generalization, but after fifteen years of experience as a clergyman, during which the writer has chaired or sat on the governing boards of six parishes and acted as a consultant to several others, he can find no reason to alter that opinion. Many church boards are less sensitive to the interpersonal and intrapersonal dimensions of their experience than they could be.

The board which the writer is currently leading has not been so, and for reasons which probably have generality for other parish task groups as well. For one thing, as Leslie notes: "The friendly atmosphere of fellowship does not lend itself easily to soul-searching

inquiry and the purpose of the group is ordinarily defined in other-than therapy terms."[1] Part of this situation is the result of a tacit theological assumption that conflict is wrong and passivity right. Anger is often regarded as a sinful expression in church community life; it arouses tension and is thought to be damaging to group life, hence wrong.

Many also suffer from "agenda anxiety," a pressing desire to complete the task at hand, regardless of the state of being or feelings of the individual members of the group. As a result, Anderson notes, only a portion of the content of the meeting is addressed:

> We are aware of the words that are spoken, in fact we record them in the minutes. We pay little attention to the feelings that are present. We hide them, ignore them, or try to smooth them over. Rarely do we call them by name or treat them with respect.[2]

Because the task takes precedence over people, rarely does authentic I-Thou dialogue and exchange occur out of which members of the group are called forth as persons into a relationship of common understanding, mutual trust and unified purpose. It is little wonder, then, that other by-products of this neglect of feelings are often their return in another guise to thwart the task effectiveness of the group.

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[1]Robert Leslie, "Group Therapy: A New Approach for the Church," Pastoral Psychology, VI (April 1955), pg. 10.

[2]Phillip Anderson, Church Meetings That Matter, Philadelphia: United Church Press, 1965, pg. 16.

Furthermore, leaders of parish task groups, by their actions, often hinder rather than facilitate interpersonal sharing from happening. If not authoritarian in behavior, many are nevertheless concerned about maintaining their conferred status as "leader," pushing through to approval their predetermined business. With a need to dominate the group, define the task and make the decisions, they are threatened by the expression of deeply personal feelings during the meeting (especially negative ones). Some less threatened leaders still view attention to individual needs as a distraction from the primary objective of the meeting. At best, it has not often occured to them that for the most productive task experience to occur, the whole person must be fully involved.

Too, size of the average governing board (20) in this writer's denomination militates against authentic personal interaction occuring. While secure individuals who feel generally adequate and are open to experience make the adjustment to a larger group without much difficulty, more inhibited and insecure persons often do not. As a result, the flow of interaction often becomes confined to a very few members. Social psychologists are developing a large body of data regarding the effects of size upon small groups, and evidence does not favor the larger group. Hare found that consensus, interaction, and individual satisfaction with the group experience

are all higher in groups of five persons than in those of twelve.[3] Slater concluded that individual member satisfaction is significantly higher for groups of five than for either the larger or the smaller group.[4]

Miller reports that a "sense of belongingness" is significantly less evident in larger than smaller conference groups.[5] However, most of the experiments concerning size, according to Schellenberg, are problematic in their generality to "in vivo" groups. For one thing, nearly all conclusions emerge from specially created and temporary groups. In addition, most studies do not impose any leadership structure or pattern of interaction upon the group, for the researcher is usually interested in the forms which will evolve "naturally."[6] It follows that given adequate leadership and time for the interaction of members to develop, a large group may function quite well. It requires special conditions, however, which many parish task group leaders have been remiss in creating, and thus size often becomes a formidable obstacle in

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[3]Paul Hare, "A Study of Interaction and Consensus in Different Sized Groups," American Sociological Review, XVII, 1952, pp. 261-267.

[4]Phillip Slater, "Contrasting Correlates of Group Size," Sociometry, XXI, 1958, pp. 129-139.

[5]Norman Miller, "Effects of Group Size on Group Process and Member Satisfaction," Process of Administration Conference, University of Michigan, Ann Arbor, 1950 (Abstract), pg. 49.

[6]James Schellenberg, "Group Size as a Factor in the Success of Academic Discussion Groups," Journal of Educational Sociology, XXXIII (October 1959), pg. 74.

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enriching the interpersonal and intrapersonal effectiveness of its members.

Finally, the expectations, assumptions and inner anxieties out of which individual board members and the leader forge their understanding of the group experience, are not given opportunity for hearing, clarification and alteration into conscious group awareness. The accompanying results are often confusion, disappointed expectations, intragroup conflict, internal tension, lack of trust, hostility or passivity towards the leader, decreased interpersonal and task efficiency. From such circumstances arise problems involving power struggles, hidden agendas, inefficient time apportionment, and behaviors which Shilling terms "symptomatic": "The symptoms show up in certain member's arriving late for meetings, saying little in meetings, hesitating to speak the truth in love, being unwilling to commit themselves to decisions made by the group and feeling unwanted."[7]

Authoritarian leadership helps give rise to such problems. Clinebell correctly analyzes what frequently happens when such a leadership style is exercised:

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[7]Fred Shilling, "Creating Trust in Small Church Groups," International Journal of Religious Education, XLII (January 1966), pg. 12.

> The more a leader assumes responsibility for what happens in the group, the more the group forces him to carry the ball. In a leader-centered group, members give only enough of themselves to 'get by.' Uncreative conformity and its Siamese Twin, 'foot-dragging,' flourish. Coercive devices such as penalties and rewards become increasingly necessary to keep the wheels turning.[8]

Other leaders, for various reasons, do not clearly communicate the nature of their leadership style. They communicate their leadership as democratic when it is essentially more authoritarian in style. They utilize the symbols of democracy, every-member participation, person-to-person discussion in order to create an atmosphere in which attitudes of loyalty are manipulated toward the leader's pre-determined goals. That this happens easily has been well documented by such studies as Cooper and Maier.[9] The result is often a pseudodemocratic conformity which resembles in form only a democratic group process, gives rise to counter hostile power structures, and fails to tap the deepest motivations of the members in the facilitation of the "agreed-upon" decision. The leader's assumptions, it can be seen, were not articulated nor understood by the group.

Group members also bring to a task group perceptions of the function or role they are supposed to perform, which may be in conflict

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[8]Howard Clinebell, Jr., The Mental Health Ministry of the Local Church, New York: Abingdon Press, 1965, pg. 155.

[9]Alfred Cooper and Norman Maier, "The Quality of Group Decisions as Influenced by the Discussion Leader," Human Relations, III, 1950, pg. 155-174.

with interpersonal productivity. Benne and Sheats have listed some of the performed functions they have observed, closing their study with this observation:

> Identification of group task rules and of group building and maintenance roles which do actually function in processes of group discussion raises but does not answer the further question of what roles are required for 'optimum' group growth and productivity. Certainly the discovery and validation of answers to this question have a high priority in...advancing... group...development.[10]

One of the more difficult dimensions of this factor of confused assumptions and expectations is that the church board theoretically is not supposed to represent itself, but the interests of the larger body which elected and commissioned it. The leader also is elected by the "outside" group. Resultantly, the group lives in the tension of being less than fully autonomous. Though charting a few of its own goals, the group is also extrinsically motivated and must make constant mental reference to the larger body. If this body were unidimensional, the problem of understanding the reference group phenomenon would be greatly simplified. Such is not true in the parish, however, for there are many groups, imagined or actual, with which individual board members identify, or aspire to identify. Parrott identifies several kinds of reference groups;

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[10]Kenneth Benne and Paul Sheats, "Functional Roles of Group Members," Journal of Social Issues, IV (Spring 1948), pg. 46.

> (1) There is the actual group in session. In each church board there are a few persons whose feelings concern you the most. (2) There is the group each member officially represents, such as the Church School, Youth Group, Mission Group, etc. (3) Then there are the abstract groups. These groups cannot be identified accurately. They consist of old-timers, the "spiritual" people, the new people, the poor, the musicians, and others. This reference group affects the board members' responses by its own strong value system. (4) Finally, there is the hangover group. This is a group in the board who have leftover anxieties and problems which have not been relieved. Such a member may react toward the pastor and lay leaders the way he wanted to react toward a person in his office, toward his relatives, or toward the people in his home. Since he was afraid to react toward these people in their respective locations, he will relieve his pent-up feelings in the safer setting of the board.[11]

The lack of opportunity for these expectations, assumptions and inner anxieties to be aired has contributed to decreased task efficiency concerning a critical problem which faces this writer's present parish. The case in point relates to the proposed relocation program, a discussion which has continued since 1968 with little action taken, but considerable monies spent and tension generated. The two studies entered into resulted in inaction. What seemed to be missing throughout was an opportunity for each member to dialogue with the others about the meaning of relocation for them. Because the rather restrictive intergroup processes prevented meaning from being shared, real communication and interpersonal understanding

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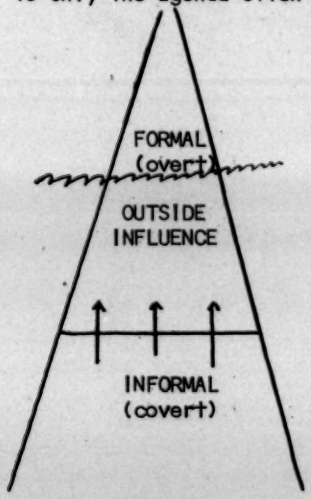
[11]Leslie Parrott, Building Today's Church: How Pastors and Laymen Work Together. Kansas City: Beacon Hill Press, 1971, pg. 60.

over the issue did not occur. It appears to this writer (who entered the scene only during the current phase of the dilemma) that had this been done, the task of relocation would have been completed by now, with considerably less frustration than what the church is currently experiencing over the matter.

For these five, and other reasons, the parish task group has become largely functional in process, which means that a significant area of its life has been shorn of opportunities for deeply shared experience, self-expression, and resultant interpersonal understanding.

Farry and Herman offer a helpful model to conceptualize the various processes just described as occurring in many parish task groups. Termed the "organization iceberg," it suggests why attention to only the agenda often renders the group unproductive:[12]



-formal group structure and titles
-job description of group
-formal objectives
-the identified agenda

-parish's perception of board's role
-reference groups
-parish's evaluation of board's performance

-different member perceptions of group
-feelings toward leader's and other members' roles
-personal problems and feelings
-each member's self-concept

[12]Oliver Farry and Stanley Herman, "Organization Development Groups in Industry," in Lawrence Solomon and Betty Berzon (Eds.), New Perspectives on Encounter Groups, San Francisco: Jossey-Bass, Inc., 1972, pg. 292.

The upper portion of the triangle represents the formal public statement of the group, that which is readily identified and understood as the base upon which the group operates. If only these processes are acknowledged, however, a large part of the group process is ignored. The lowest third of the diagram reveals a massive amount of additional, often covert processes occuring, which influence the overt operations of the group. These processes are generated by the perceptions and feelings of the individual members toward themselves and one another. The middle portion of the iceberg, also hidden or non-verbalized, represents perceptions of the group by others outside of, yet influencing, the group. To the extent that these influence the outcomes of the group, they are also part of the process.

If the parish task group is to move away from its traditional functional role and discover the "power of the personal," or what Howe defines as "the power to hear and to help one another, and incidently to be heard and helped ourselves,"[13] what is needed is a deeper view of its total experience. If this happens, it will probably be because its leadership enlarged the group's understanding about what happens to lessen its efficiency. In the writer's view, leadership can create the conditions for a new sense of purpose to emerge: one which is concerned about the task, but which also cares deeply about

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[13] Reuel Howe, The Creative Years, Greenwich, Connecticut: The Seabury Press, 1959, pg. 21.

the feelings of each member and the interpersonal satisfactions he gains by belonging to the group. A group perspective such as this is the primary way in which to bring to pass Kemp's axiom:

> When persons remain more important than plans and what happens to them as individuals remains paramount the group experience has constructive possibilities.[14]

II. PURPOSE OF THE STUDY

This study is an attempt to evaluate a leadership style utilized in a parish governing board, and its impact upon that group. The form of leadership attempted the writer will call "therapeutic," a word which will shortly be more fully defined. This is not a statistical research project, but a non-parametric evaluation of an "in vivo" group experience of which the writer was participant-leader, under only nominally-controlled conditions of various forms of observation and analysis. So far as this writer knows, no systematic evaluation of such an experience has been attempted; or if attempted, has been recorded or published. Further motivation for engaging in such a project is that most studies relate productivity of task groups to interaction, and spend little time in analyzing the particular nature of the interaction which is necessary for each member's interpersonal and intrapersonal needs to be met, and task facilitation to become more effective.

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[14] C. Gratton Kemp, Small Groups and Self-Renewal, New York: The Seabury Press, 1971, pg. 34.

Another importance of such a study lies in the fact that the average parish is already so fragmented with existing groups that to add a new group, albeit for therapeutic purposes, would result in an increasingly frustrating time burden for many of the "faithful." An alternative, then is to help the existing groups to become more therapeutic in their own activity and interaction. One of the most needed places to begin this process, as has been noted, is with the parish governing board.

It will be the writer's objectives (1) to exercise the leadership style defined shortly as "therapeutic" in a six month segment of the group experience of the Portland, Oregon, First Church of the Nazarene Governing Board (July, 1973 - January, 1974); (2) to evaluate, under semi-controlled conditions of observation and analysis, the impact of this style upon (a) the interpersonal behavior of identified leaders and other group members, (b) the developing group climate, (c) member satisfaction (or dissatisfaction) with the group experience, and (d) the increased (or decreased) efficiency in task facilitation; and (3) to draw some general conclusions as to how leadership intervention can assist a task group to move along a more therapeutic, person-oriented line, without sacrificing task efficiency.

The opportunity was afforded the writer of participating in this experience through the election of the 1973-74 Governing Board of the Church of which he is Senior Minister. The situation

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surrounding the election was unusual in that the turnover, usually fifteen percent, for a variety of reasons exceeded fifty percent. This was expected to create a situation in which many of the typical formative intra-group processes would occur. An advantage was anticipated, in that with such a large church a fifty percent turnover would have created a board in which new members would not have had opportunity to have developed prior expectations of what happens in the life of a church board. With such an infusion of new members with as yet unformed perceptions of normal board experience, it was believed that a significant portion of the group would be open to some direction in defining group identity along a more therapeutic or person-oriented line.

As it turned out, the anticipated advantage was non-existent. While the expected formative group processes did occur, the new members from the beginning of the experience perceived themselves to be in a group where the primary function would be the facilitation of the task. As will be shown, even before election most new members viewed the Governing Board to be a primarily functional organization. Consequently, the writer introduced therapeutic leadership to a group already committed to a task orientation.

Upon retrospection, however, it seems to the writer that had the anticipated advantage become a reality, the results of this study would not be widely applicable, for such a turnover in parish governing boards is highly unusual. The writer submits this study,

then, in the belief that its conclusions have generality for more parish task groups than the Governing Board of his church alone.

III. PIVOTAL ISSUES

Before defining terms, key questions concerning this study will be addressed.

A. The Writer's Role as Participant-Researcher.

Can a researcher objectively study the impact of his own leadership upon the group? In one way, the answer has to be "no," for he, like any other researcher, is locked into his phenomenological self, and under such conditions his inferences might be guided more by his biases than by the material at hand. He could select only that evidence which is in agreement with his hypotheses and disregard negative instances. Under these conditions, he would face a similar criticism that has been leveled against other participant-observers, such as Freud, and leave open for question the scientific status of his study.

With, however, the checks and balances provided in this research, the writer believes that his participant-leader bias was given opportunity for correction, and the conditions were created for a fairly objective evaluation. The presence of a trained, outside observer (recommended by the writer's chairman) with a different perspective on the group's experience, plus the use of transcripts and Interaction Scorers, enabled the writer to check his interpretations

against other competent authorities in order to establish the reliability of his judgment. It should also be noted that much of the insightful material regarding intrapersonal and interpersonal processes has emanated from rather limited conditions of observation, which the world of scholars and laboratories were then invited to verify and elaborate upon.

B. The Writer as Clergyman.

An equally troubling question concerns the use of a clergyman in such a leadership-observer role as the one proposed. Reid describes the problem as the "holy-man" syndrome, "the feeling that the clergyman should be turned to as the leader for everything."[15] Several parish small group researchers speak of the "transference" problem facing the clergyman-leader of the small group. Ashbrook, for example, writes:

> One of the most subtle aspects of the group interaction centers on the matter of the minister's authority role... A member's interpersonal relations with all authority figures are carried over and transferred to the minister. They may be rebellious or submissive, hostile or ingratiating, or healthily cooperative. As a safe rule, they are usually ambivalent.[16]

Wright also argues against the ability of an individual, perceived to function in an authoritarian role, to serve such a role:

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[15]Clyde Reid, Groups Alive, Church Alive: The Effective Use of Small Groups in the Local Church, New York: Harper and Row, 1969, pg. 76.

[16]James Ashbrook, "Creative Church Administration," Pastoral Psychology, VIII (October 1957), pg. 13.

> Cast in this role, they become 'answer men,' the ones who speak with authority about the dilemmas of the group. Perceived as 'transference-figures,' i.e., one's whose symbolic role stirs up a variety of early-life feelings and associations, authentic interaction in the subject group is rendered inoperative. It is unrealistic to expect that such a figure would have sufficient ability to enable interpersonal openness.[17]

It is the writer's opinion, on the other hand, that while there are difficulties inherent in the dual role, it is possible to create an interpersonal climate in which they are both adequately served by an authority figure. For two principal reasons this appears so. First, the Protestant theological principle itself, in which no one person is regarded as fully and completely an expression of God's will on earth, discourages such a perceived dichotomy between clergy and laity. Oates rightly identifies Protestant conceptions in this regard as being more oriented to the brother-man, rather than the father-man image. Far from being the sole expert-authority, he is more an enabler who seeks to create a climate for growth for his fellowmen with whom he shares a state of fallenness.

> The Protestant pastor as a counselor, contrary to both psychoanalytic and Catholic presuppositions, participates in the life of his counselee as a brother-man. He is related responsibly to "siblings" in Christ, and not as a father-figure is related to children in an "over/under" relationship.[18]

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[17] J. Gifford Wright, "Obstacles Encountered in Leadership Studies," an unpublished paper, pg. 3.

[18] Wayne Oates, Protestant Pastoral Counseling, Philadelphia: The Westminster Press, 1962, pp. 139-140.

Secondly, research in both psychotherapy and group dynamics indicates that authority figures can, if they desire, reduce the degree of transference feelings toward them to negligible proportions. From the standpoint of psychotherapy, Malone writes:

> One (can) alter the nature of the patient's response, not by an intellectual or ego correction, but by way of his own emotional and personal participation in the relationship. In the context of this relationship, the patient becomes aware that his behavior and his feelings are not appropriate.[19]

Rogers documents his own success in accomplishing this in the setting of the encounter group. As the leader becomes truly open to all of his own feelings, sharing at deep levels at appropriate times to the group, as a greater congruence between his experience and awareness and his communications develop; as he in turn gives evidence of genuinely seeking to understand and empathize with the other members of the group, perceptions of the leader as an authoritarian personage are gradually dispelled.[20]

The minister has another advantage in overcoming this problem in that the multiple roles he is called upon to play lends to better reality testing opportunities than even the psychotherapist.

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[19]Carl Whitaker and Thomas Malone, The Roots of Psychotherapy, New York: The Blakiston Company, 1953, pg. 218.

[20]Carl Rogers, Carl Rogers on Encounter Groups, New York: Harper and Row, 1971, pp. 45-56.

Leslie highlights this advantage when he writes: "The minister has to play himself, his roles are too complicated to play any one of them with great effectiveness."[21]

The writer has discovered that it takes a hard-working researcher to labor at both objectivity in study, and the eliminating of perceived stereotypes of his role which hinder group process. The writer had a willingness to do this, and although interpersonal openness did not occur without some difficulty, he believes, and the observers verified, that it did take place, and was recognized and responded to as authentic on the part of most of the members of the group.

C. Role Expectations Toward the Writer.

Part of the process of becoming interpersonally open with this group resulted in coming to grips with the expectations vested in the particular role the minister was perceived to play on the Governing Board of the subject parish. The historical sketch (Appendix A, page 198) of this board revealed an evolution of perception towards viewing the chairman's role in the stereotype of a corporate manager. Group members, many in professional roles themselves, looked to the chairman much as they did their respective administrators, whose responsibility it was to see that the business of the organization got acted upon expeditiously. Furthermore, it was expected

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[21] Robert Leslie, "The Uniqueness of Small Groups in the Church," Pastoral Psychology, XV (June 1964), pg. 39.

that the chairman and his ministerial staff would present the "program," which the board viewed as its task to accept, refine, or reject. The predominate climate, then, was one in which the "leader-manager" was continually being judged as to his proficiency in presenting and selling the "program," or success in putting an appropriate alternative together with the board. The traditional time-frame for these meetings was one hour or less, with "difficult" or tension-laden suggestions referred to committees to hammer out (the more "loaded" of these, such as facility development, tended to die in committee sessions). Long meetings, in which people took considerable time to air their disagreements, were generally viewed with disfavor. More than once the comment was jokingly (but half-seriously made), "Leaders who don't get us out of the meeting in less than an hour are replaced." To fill the expected role, and yet at the same time take the time to acknowledge conflicts and tensions, encouraging not only their airing but resolution within the group, was often a personally threatening risk. It was not helped by a remark made by one of the more prominent members after the first of the sessions, "I just want to get the church business done here, and I'll seek my personal growth elsewhere." Yet, after the meetings, the expressions of some of the members of the group to the writer revealed that there was a real longing to be heard, understood and accepted at this point of their real feelings, by the group.

D. Distinction Between Task and Therapy Group Processes.

Another question raised which challenged and constructively altered this writer's concept of task group process and leadership in the parish concerned the basic differences between a task and therapy group. Throughout the writer's doctoral program and up to this research experience, he had a half-formed assumption that with few variations, the same dynamics which characterize therapy groups should also effectively serve for the therapeutic interventions in a task group. Part of his growth in the research phase of this dissertation project was in discovering that the leadership style which had worked commendably in growth groups could not be directly transplanted to the subject task group without posing for it - and him - some serious difficulties and frustrations. The writer discovered that no exercise was more important than a careful appraisal of what group process means in relation to the specific kind of situation where it is used as a concept. If he denies the psychological realities which characterize a task group meeting and arbitrarily without alteration transplants into it interventions which are normally used with another type of group, the effects are negative. The following represents the writer's current perspectives on this issue:

1. A parish task group is not a therapy group, and any attempt to convert it into such produces resentment, and misses the broader service goals of the organization. There are essential

differences, both in theoretical foundation and methodology. While encounter therapy groups focused on encounter are being utilized successfully in the church, as Foster reports, [22] they are not compatible with the basic purposes of the task group. The TASK is always there confronting members, requiring resolution, whereas the primary purpose for therapy groups, Leslie notes, is to be therapeutic:

> There is no other purpose, either stated or implied. If increased socialization results, it is a byproduct of the process. If some other goal is achieved, it is incidental to the main purpose. Contrary to usual group activity, there is no group project, nor is the group seeking to accomplish anything together except to enhance communication at its most significant level. [23]

Furthermore, assumptions of many therapy groups, based on self-theory, [24] create a philosophical climate in which parish task groups, called to be responsible to a "Higher Loyalty," [25] find it difficult to function. The philosophical climate of the parish task group is grounded in what Clinebell labels a "century-spanning heritage which finds the ultimate meaning of existence in man's relationship

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[22] Arthur Foster, "The Use of Encounter Groups in the Church," Pastoral Psychology, XXVI (September 1972), pp. 148-155.

[23] Robert Leslie, "Group Therapy: A New Approach for the Church," pg. 10.

[24] Some groups are based on other theoretical foundations, such as psychoanalytic thought, but most groups described in the literature read are based on self-theory, or a similar version of 'third force' thought.

[25] Robert Leslie, in "The Uniqueness of Small Groups in the Church," describes the "Higher Loyalty" as the ultimate claim of God upon parish group's sense of responsibility to one another and to the task.

with God;"[26] though, as Ashbrook notes, many are more secular than sacred in their structure, because of their impersonalism.[27]

Methodologically, there are essential differences between therapy and task groups. Verbal discussions highlight task group processes, with primary attention focused on the business at hand. Generally minimal emphasis is placed upon the personal feelings aroused by the topic discussed. On the other hand, therapy groups, devoid of any predetermined agenda, primarily focus on emotional expression with varying methodology which would not fit the task group process. Certain frustration techniques of therapy groups, for example, or the use of fantasy, imagination or dreams, find little in common with a group experience in which the preferred methodology is to verbalize to consensus on the business at hand.

Wright identifies parish task groups with what some social psychologists term "socio" or task-centered, in contrast to therapy groups which fit the description more of the "psyche" or person-centered process.[28] Coffey distinguishes the two types of groups in several ways. First, unlike the socio group, in the psyche group there is no clearly stated goal and a normally informal structure

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[26]Howard Clinebell, Jr., The Mental Health Ministry of the Local Church, pp. 150-151.

[27]James Ashbrook, "Theological Dimensions of Renewal Through Small Groups," Pastoral Psychology, XV (June 1964), pp. 24-25.

[28]J. Gifford Wright, "Obstacles Encountered in Leadership Studies," pg. 7.

with few and generally transient rules. Secondly, the members of a psyche group are usually voluntary with a high degree of homogeneity. On the other hand, members of a socio group are generally more heterogenous and voluntary in the sense that they may be there less by their own inclinations than as representatives of some other organization. Thirdly, the purpose of the psyche group is to satisfy the emotional needs of the group members, whereas the purpose of the socio group is to reach the visualized goal of the group.[29]

In actuality, Wright is probably correct. Philosophically, however, the parish group should not be the domain of either, but rather a product of the overlapping of the two kinds of processes. While the writer views the parish task group as being characterized more by the socio group than psyche group processes, he also sees dimensions of the latter being drawn into the structure of the former. In the experience of a socio-inclined board drawing upon appropriate psyche processes, the writer sees the parish task group deriving its rich and unique identity.

2. The parish task group can interweave therapeutic processes into its life without denying its essential purpose for existing. The focus can still remain on the task, yet underlying the process of task completion can be the presence of group sensitivities

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[29]Hubert Coffey, "Socio and Psyche Group Processes: Integrative Concepts," Journal of Social Issues, VIII (Spring 1952), pg. 70.

which create the conditions for personal growth as well as greater group productivity. While not specifically directing his words to parish groups, Coffey's insight nevertheless applies:

> The focus of group dynamics has been to study, through experimentation and observation, those forces which make for greater group productivity. And in every instance the goal of group productivity has led inevitably to finding ways and means for greater emotional investments of the individual in the...process of problem solving...of bringing the psyche group process into closer interrelation with the socio group process.[30]

The clear implication of his words for this writer is that between the extremes of impersonal verbalization and unstructured, total attention to therapeutic concerns, the parish task group discovers its fullest identity. In this new fusion, interpersonal processes are not the exclusive concern, but neither is the task. As Leslie points out, in the new combination of processes:

> The task is never lost sight of, but does not so preoccupy the group that the persons are overlooked. There is a balance maintained between person-centered fellowship and the disciplined accomplishment of a task.[31]

3. Leadership effectiveness with such a group requires a blending of the activism of socio group leadership with the more person-centered sensitivities characteristic of psyche group leadership. This leadership is not authoritarian, as much of the literature

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[30] Ibid., pg. 70.

[31] Robert Leslie, "The Uniqueness of Small Groups in the Church," pg. 35.

describes that role,[32] although it is active and strong, not hesitating to intervene to clarify the group's purpose, define it limits, move its energies towards the completion of the task.

It is the writer's opinion that a parish task group leader will surrender his effectiveness if the group perceives that he fails to understand or accept this active leadership role. Such a stance requires the following, the writer believes: establishing the agenda and framework for group response; seeking appropriate distribution of leadership among the group for completing the tasks; initiating and involving as many group members as possible in discussion; integrating the discussion, imparting information when needed; clarifying and summarizing the various suggestions offered by the members; and testing to ascertain the group's readiness to make a decision. There is rarely an instance in which a goal of group-centered leadership, namely to allow all its functions to be gradually taken over by the group,[33] would realistically apply to the parish task group. The parish task group leader is commissioned by the .

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[32]The writer's understanding of authoritarian leadership is drawn from C. Gratton Kemp, "Differing Assumptions in Authoritarian, Democratic, and Group-centered Leadership," in Kemp (Ed.), Perspectives on the Group Process: A Foundation for Counseling with Groups, Boston: Houghton-Mifflin, 1964, pp. 222-226.

[33]This concept is described, among others, by Bradford, Benne, and Lippitt, when they write: "The responsibility of leadership is that of making a group aware of its needs...and of helping the group find its goals. Final responsibility lies with the group as a whole." Leland Bradford, Kenneth Benne, and Ronald Lippitt, "Diagnosing Group Difficulties," in Kenneth Benne and Bozidar Muntyon (Eds.), Human Relations in Curriculum Change, New York: Dryden Press, 1951, pg. 149.

organization to see that the assignments are completed, and is expected by both the group and the larger body to perform professionally in that role.

Within the scope of that role, however, is considerable opportunity to lead in such a way that in the movement of the group towards its task goals, therapeutic overtones can be introduced. A more person-centered, psyche group process can be introduced which addresses the deeper personal and interpersonal needs aroused by the task, seeking to create a climate of openness and sharing in which they can be satisfied. Being careful to not cross that line beyond which his role takes on an "expert authority" overtone, the therapeutic task group leader rather becomes, as Leslie notes: "the facilitator, the collaborator who gradually creates a climate conducive to growth,"[34] Throughout is the interweaving of socio and psyche leadership processes in appropriate mix as the situation merits. Paraphrasing Gordon, Clinebell describes several leadership functions which can accomplish this:

> (1) He seeks the maximum distribution of leadership among group members. (2) He sees that all members of the group have an opportunity to participate in group decisions. (3) He encourages freedom of communication. (4) He seeks to increase opportunities for participation. (5) He attempts to create a non-threatening group climate in which feelings and ideas are

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[34]Robert Leslie, "The Uniqueness of Small Groups in the Church," pg. 39.

> accepted. (6) He conveys feelings of warmth and empathy, thus encouraging others to do likewise. (7) He sets the tone by paying attention to the contributions of others, perhaps of reflecting what they are saying... (8) He helps build group-centered (as contrasted with self-centered) contributions by his linking function in which he points to the relationships among various individuals' contributions to the discussion.[35]

It is the writer's belief that in a task group the business can be done in a way that still allows personal growth and interpersonal openness to occur at the same time. It has to be done, or as Jennings observes:

> Without a minimum of responsiveness which might be termed 'personal' within the context of the socio group itself, (a person) is apt (whether consciously or not) to thwart the communication efforts of others with him, and thus form a fence against group processes which otherwise bring members together in common effort and understanding.[36]

It can be done in a way, however, which discourages undisciplined and excessive abreaction and leaves intact the psychological realities of the parish task group. Leslie offers some ground rules which he has observed make this possible:

> (1) The situation of the moment, the here and now in this room, and around this table, is never lost sight of. This means that investigation into past behavior is inappropriate even though reminiscences of the past will inevitably occur... (2) Attention is centered on the first person, on my feelings, my reactions, my associations...thus...every topic under discussion becomes invested with some ego-involvement... (3) There is no place for personal criticism. That is, instead of saying,

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[35]Howard Clinebell, Jr., The Mental Health Ministry of the Local Church, pg. 156.

[36]Helen Hall Jennings, Leadership and Isolation, Second Edition, New York: Longmans, Green and Company, 1950, pp. 298-299.

> 'You have a very annoying way of interrupting me,' the feeling of annoyance is expressed as my problem rather than as yours: 'I find myself getting very annoyed when I am interrupted...' (4) Investigation of motives has no place in the group, but reactions to behavior are always relevant... (5) The creation of an atmosphere in which personal feelings can be discussed at the moment that they are aroused by characteristic behavior patterns is a major concern...[37]

More attention will be given to the metholodogy of implementing these guidelines in the following section, and in Chapter Four.

E. The Writer's Leadership Style

In seeking to answer the question, "How are parish task groups more effectively led?" one can fail to distinguish between the principles of therapeutic task group leadership, and specific methodology of such leadership. In no way do I imply that I know the only methodology for therapeutic task group leadership. In my view, while the principles listed are important, there is no set methodology for such leadership. Several methods or styles would be compatible with the principles to be reviewed. The methodology described below happens to fit my particular personality and interpersonal style. The following is a summary of the principles and methodology used for introducing a therapeutic dimension into my parish task group leadership:

1. My attitude as a leader toward the group is one of respecting the worth of each person and the importance of his contributions to the group. Accompanying that is the genuine personal feeling

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[37]Robert Leslie, "The Uniqueness of Small Groups in the Church," pp. 35-36.

that I do not know "what is best for the group," but as Anderson phrases it, "recognize the group as being a new entity which demands respect." [38] To feel comfortable with that required some careful introspection and dialogue with competent colleagues.

Out of this came a perspective from which much of the methodology described underneath subsequent principles has emerged. The group I led shared in the responsibility of the process. The implication of that, for me, is that changes which the group saw fit to make in the resolution of the task are to be respected. Though I maintain a strong leadership stand, it is a shared leadership in which I allow other willing members of the group to assume responsibility for the process.

2. It is important to communicate from the start that this group experience is to be somewhat different from what normally occurs in such a setting. In this meeting, we focus on member interaction as well as on the task. I assume that since sharing is not natural to this group, from the onset some structure has to be provided which will encourage it. Leslie affirms the need for this in one of his articles: ". . .Little really happens in a therapeutic sense where the goal is kept secret or is presented only by implication." [39]

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[38]Phillip Anderson, "Group Dynamics in the Local Church," Pastoral Psychology, VI (January 1953), pg. 21.

[39]Robert Leslie, "Group Therapy: A New Approach for the Church," pp. 10-11.

I seek to communicate this difference in several ways. First, taking a cue from the work of Halman,[40] I arrange the seating pattern to distribute those persons around who generally are the most talkative, so that the conversation will not become centered in any one area of the room. Secondly, I begin the meeting with some feeling-sharing experience. One approach, in this area, is to use certain incidents of a meeting therapeutically. On one particular occasion, I noted that no one sat by me on either side. I shared my own feelings of loneliness, as one "set apart," and asked the group how they would feel if they were me. At other times I attempt to involve everyone in the room in some form of sub-group interaction, being careful to acknowledge all by name who are participating. At another meeting, I utilize the impersonal nature of the opening prayers as an occasion for feeling-oriented group interaction. Throughout, latecomers are acknowledged and integrated as comfortably as possible into the group process. The varying methodology is an attempt to signal that this experience will be different, and the leader expects that attention will be focused on interpersonal processes as well as on the tasks at hand.

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[40] Franklyn Halman, Group Leadership and Democratic Action, Boston: Houghton Mifflin Company, 1951, pg. 133. Halman's studies lend support to the hypothesis that when the conversation of overtalkative members of a group is more evenly dispersed physically throughout the room, the percentage of total group interaction markedly increases.

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3. Throughout, the agenda is regarded as the context for eliciting the feelings of everyone willing to share, about the task, or themselves in relation to it. The interventions are generally not lengthy, but it is hoped that some would facilitate sufficient member freedom and security to make maximum contribution to the group, in whatever form it emerges. Sharing is encouraged with a deliberate attempt on my part to omit interpretive responses. I carefully seek to listen within a framework of understanding and acceptance of the person sharing, so that all expressions are brought out into the open where the group can handle them. Attention is given to under-talkers when deemed appropriate, by specifically asking them for their feelings on the subject being discussed. I try to make sure that every person who shares receives some feedback, either from another group member, or myself. I also attempt to integrate each contribution into the total group discussion. I frame my responses and interventions so that the focus of a member's sharing is on that felt at the moment, and not what is removed from the "here and now." If the progress on the stated agenda is obviously being blocked, I explore for hidden agenda. If the personal opinions offered about the task persistently become abstracted to a "there and then" level, I intervene to attempt to evoke feelings more relevant and personal than are being communicated. When expressed, I try to model a non-defensive and supportive response to negative feelings. Occasionally when feelings are communicated ambiguously (a common experience, I

discover), I ask the person to repeat what was said in a slightly altered form, hoping to elicit a fuller and more clarified expression of it the second time. I seek to be aware of the non-verbal behavior of the members during the discussion. When I sense it to be significantly conveying a message about the process or the task, I call attention to it tentatively, asking for some verbalization from that member. Though we rarely depart at length from conversation regarding the task, I seek to motivate the fullest and deepest expression of present personal feelings from as many people as possible.

4. It is also important to focus throughout on the interpersonal processes that are occuring during the discussions about the tasks. In implementing both this and the previously stated principle, I see my role to be partially educational in nature. Trying to avoid becoming an "answer man," I seek rather to both model and verbally call attention to patterns of interaction which I observe to be occuring in the meeting. Positive interpersonal responses of affirmation, understanding, acceptance from members are acknowledged and held out to be desirable. On the other hand, damaging or questionable responses of one member to another are lifted out - sometimes evaluatively, sometimes not - for clarification and further discussion. Also called out for attention are certain group roles judged by the writer to be inappropriate, such as withdrawing and blocking (illustrated on page 158). In one session, after a particularly critical remark, I said to the

person who made it, "If you said that to me, I'd be devastated," continuing, "Did you intend to say it that way?" In another incident involving a heated exchange, I asked both persons to share how they felt during it, in order to determine if there was a genuine difference, or if communications were being awkwardly expressed. It is hoped that increased interpersonal openness and solidarity would flow out of such interventions; and out of it emerge an organic group openness in which communication would become, as Kemp describes, "a three way process from member to member, members to leader, and leader to members."[41]

Discovering that no leader can truly motivate or teach interpersonal openness without personal participation in the process, I often, during the meeting, share with the group some of the feelings I have about the tasks and interpersonal problems facing us. This was adopted largely through the influence of Leslie, who has spoken in both word and print about the importance of the modeling principle:

> To serve as a model is a significant function of leadership. If the intent of the group life is to encourage the free expression of feelings, then the leader needs to be free to let his own feelings show through. If the intent of the group is to enhance the level of communication then the leader needs to model techniques for making sure that the message received is the same as the message sent. If direct and unambiguous messages are being sought after, then the leader himself must be transparent and unambiguous.[42]

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[41]C. Gratton Kemp, Small Groups and Self-Renewal, pg. 207.

[42]Robert Leslie, Sharing Groups In the Church: An Invitation to Involvement, Nashville: Abingdon Press, 1970, pg. 171.

One particularly painful revelation had to do with my feelings about some fellow board members who were not carrying their share of the financial load of the church. Out of personal sharing, I felt that I motivated group members to feel a greater freedom to assume responsibility for one another and their feelings, as well as for facilitating the task process to completion.

5. The fifth principle is touched upon in the previous two, but requires more elaboration for the purposes of this study. In those incidents in which my personal opinion differs from the one being expressed by the group, or a certain member of the group, I seek to enter into what I term a "relationship of dialogical difference." While trying to maintain sufficient objectivity to serve as parliamentarian of the group, I also involve myself in the discussion, encouraging both likeness and difference in others to be shared. Sometimes I not only affirm my likenesses, but oppose the group with my differences.

This principle emerged out of observing the truth of Leslie's insight about conflict in the church:

> The church has been notably unsuccessful in handling conflict...It is increasingly clear that the church needs help in living with ambiguous and controversial situations in which difference of opinion, even among committed Christians, is to be expected. [43]

The tendency for group process in our church has been one of being

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[43] Ibid., pp. 59-60.

uncomfortable with every resolution of a discussion except consensus, which is psychologically unrealistic to expect every time. It is sometimes, but not always achieved by a group which, like ours, samples many biases, backgrounds of interest, and viewpoints. As Snyder points out:

> Conflict is probably inevitable if members are to speak from their own integrity, differing ways of seeing things, and different experiences. And conflict is probably desirable in terms of the idea validity of the group - provided the group has developed acceptable ways of carrying on conflict. Conflict need not be of the 'destructive of the personal kind.'[44]

Interpersonal openness in a task group, therefore, is characterized by the member's ability to accept differences and authentically relate to compromise, adjustment, accommodation, and sometimes total disagreement with the final decision reached. As Reid notes:

> The small group leader, if he is to help his group grow into maturity, must help his group develop a tolerance for ambiguity, tension and conflict, in order that they might work through their difficulties and find the common goal which unites them... Tension and conflict are too often avoided in the church at the cost of deep and honest relationships.[45]

I try to be as fully authentic as possible, regarding our differences: sharing my own opinions with conviction; inviting (but not demanding) response; hopefully welcoming challenge, if it contributes to the interpersonal openness of the group. At the same

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[44]Ross Snyder, "A Theory of Group Dynamics," Religious Education, XLVI (January-February 1951), pg. 40.

[45]Clyde Reid, "Small Group Insights for the Servant Ministry," Pastoral Psychology, XIX (April 1968), pg. 26.

time, I try to support the differences expressed by other members, I challenge agreement, if felt to be inauthentic. On one occasion for example, I expressed myself as being committed to doing something about hungry pensioners who lived around our building. There was almost total, but guarded assent, which I interpreted to be an attempt to accommodate me, rather than representing a genuine feeling of support for the issue. I shared with the group that I did not feel their response reflected some of their real feelings about the matter. I told them that I would "run my feelings by them again" and would like a second response from them. That time around, the response was more mixed, but authentic.

Throughout, my goal is not to seek for disagreement, but to help the members discover their true similarities and differences so that they might more openly relate to one another in moving the task forward; be it in compromise, disagreement, full or partial satisfaction with the results.

It can be seen that the writer advocates a strong active leadership for a parish task group; and yet one which participates in the process which Anderson terms "servant leadership,"

> ...giving freely and openly of his self and resources, but also demonstrating a commitment to shared responsibility for the group process; performing the necessary functions, but unselfishly allowing others in the group to do so as well.[46]

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[46]Phillip Anderson, Church Meetings That Matter, pp. 63-65/

IV. THE METHODOLOGY UTILIZED

A. Chapter Two.

After stating the problem in this chapter, the writer will, in Chapter Two, review the findings of other researchers regarding dynamics of the task group experience. More specifically, he will point out the following conclusions drawn from the research:

1. As a result of the response set created in the task group experience, there is an inclination for the member to view work as more important than interpersonal exploration, and reap his greatest satisfactions from successfully completed tasks.

2. The process surrounding task facilitation can often arouse sufficiently high levels of negative affective response and interpersonal blockage so as to thwart the completion of that task; when this occurs, the interactional process has been ineffective.

3. When conditions of interactional ineffectiveness occur, attention to the interpersonal becomes as important to the task group members as attention to the task.

4. Effective interaction occurs only under the establishment of democratic group standards, and facilitates needed dynamics for task success and member satisfaction, such as self-esteem, familiarity, consensus and interpersonal predictive accuracy.

5. A therapeutic task group climate is facilitated primarily through leadership modeling, by leaders who are sensitive to interpersonal concerns, but are competent in task facilitation; who have

sufficient self-confidence and esteem to be comfortable in a more vulnerable role; who are able to take the personal approach to problem solving; who have an heightened ability to perceive, predict, and label members' feelings and attitudes about the group experience.

B. Chapter Three.

Chapter Three will contain a description of the methodology utilized in this study and the results. The twenty-three members of the subject board are observed for six months under conditions of therapeutic task group leadership, as defined in Section G. The writer will use sociometric inventories to identify leadership; the Bales Process Analysis and an outside psychologist observer to conceptualize the nature of the interaction; and Anderson Evaluation Scales to assess member satisfaction with the experience. From the data will be drawn some general conclusions as to the impact of the writer's leadership style upon the following dimensions of the life of the group:

1. The impact upon and changes in the group's perception of the nature of the writer's leadership.

2. The impact of the experience upon the identified leaders, both in regard to the relative changes in therapeutic and task-oriented behaviors of each, and the degree of influence each exerts upon group climate and decisions.

3. The impact of the writer's leadership upon members who are identified as low self-esteemed, deviant, or isolate.

4. The impact of the experience upon the interpersonal climate of the group.

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5. The impact made, by the writer, upon task productivity and member satisfaction with the group experience.

Attention will also be given to evaluating the relative impact of specific leadership behaviors of the writer upon the group's climate.

C. Chapter Four.

In Chapter Four, the writer will discuss more specifically the results obtained in the previous chapter. Given special attention will be the impact of the writer upon the other identified leaders, deviants, isolates and the low self-esteemed. The nature of the changes in group productivity and climate will also be evaluated. Among the more important questions the writer expects to address are the following:

1. Does the writer's leadership affect the group's evaluation of the identified leaders, depending largely on how they respond to his modeling?

2. Is group change towards the more therapeutic reflected in specific and identifiable ways, such as increased feeling-oriented behaviors, rehabilitation of deviants, and integration of isolates and low self-esteemed into the main communication net? Also, how are group inhibiting behaviors, if observed, transformed into those which are more group building in nature?

3. Are some of the writer's leadership behaviors more effective than others in eliciting a therapeutic task group climate?

4. If group productivity, or less tension and greater ease in arriving at especially those decisions involving negative emotion topics, increases into the project, how does it affect task output?

D. Chapter Five.

In Chapter Five, the writer will list and illustrate through

verbatims, several ways in which a therapeutic dimension can be added to the task group process, without unduly disturbing its flow.

V. HYPOTHESES

The overall hypothesis of this study is that the introduction of a therapeutic dimension into the leadership of a group primarily oriented to task completion will produce a climate in which interpersonal openness and sharing will be practiced and identified to be as important as the completion of the task itself. More specific hypotheses are as follows:

A. A small number of individuals will be identified as leaders, who exert an influence in decision making and climate setting disproportionately to their numbers. A percentage of those identified will emerge as leaders, rather than being formally elected to the role.

B. The leaders will be observed to perform two types of group roles, usually not more than one by any particular individual. Though specific behaviors will range widely in the performance of these roles, the two predominant ones are generally described as follows: one in which the primary concern is with the facilitation of the scheduled business of the meeting; and another in which the needs of the individual members of the group take precedence over the task.[47]

C. The therapeutic task leadership of the writer, plus the

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[47]This expectation follows the conclusions of Benne and Sheats, "Functional Roles of Group Members," pp.42-44.

exercise of these two somewhat conflicting roles by other identified leaders will at the beginning of the study create a considerable degree of anxiety and conflict over the purpose of the group and the new process initiated.

D. The therapeutic task leadership of the writer, combined with the interventions of the more person-oriented leaders of the group, will ultimately effect a change in the group to a climate which is as attuned to the interpersonal and intrapersonal needs of the individual members as to the completion of the task.

E. Offered belonging, support and understanding, a larger proportion of group members will respond in the discussion about the task, and to other members more frequently, and at a deeper feeling level at the end than at the beginning of this study. The conversation, as noted by the Bales Interaction Process Analysis, will consist of an increasing show of interactionally-oriented behaviors (show of solidarity, tension release, expression of feeling, solicitation of fellow-member feeling). Sociometric data will reveal that increasingly into the study, a larger percentage of the group identifies the more open, accepting, person-oriented leaders as those who influence them the most in making their final decisions; and from whom they derive the more satisfying intergroup relationships. Finally, a greater portion of those members who appear at the beginning of the study, to be low in self-esteem, and fearful of interpersonal openness, will indicate that they feel increasingly more confident about their contribution to the group process.

F. A greater group productivity in moving towards the completion of the tasks with more effective interaction behavior will be noted more at the end than at the beginning of the study.

VI. DEFINITION OF TERMS

Some key terms have been use, or alluded to repeatedly throughout this chapter, and will now be defined as operational for this study.

A. Group. The word is complex and difficult to fully define for reasons that Gibb analyzes:

> On the one hand, the word is used to refer to varied relations between objects, while on the other it embraces organizations of such different levels of complexity that it seems incredible that a common set of concepts and methods of study would be applicable to them.[48]

This definitional difficulty became evident to the writer as he sought an adequate meaning of the word as it refers to the parish task context. The writer discovered that researchers tend to draw out an aspect of group life and elaborate that into a definition of a group. Krech and Crutchfield, for example, focus in on the interactional dimensions of a group and draw upon Lewinian field theory

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[48]Cecil Gibb, "Leadership," in Gardner Lindzey (Ed.), Handbook of Social Psychology, New York: McGraw Hill, Vol. IV., 1948, pg. 206.

for their definition.[49] While the note of interaction partially describes a group, it does not fully. What is needed is a definition which more fully elaborates upon the nature of the psychological relationship and influences being brought to bear upon individual members.

It is Cattell who takes the definition this needed step further, defining it not only interactionally, but also in terms of goals and needs:

> The term functional group refers to two or more organisms interacting in the pursuit of a common goal in such a way that the existence of many is utilized for the satisfaction of some needs of each.[50]

Cattell's definition not only recognizes interaction and need fulfillment as integral to "group," but also acknowledges the egalitarian element that must characterize interacting organisms for the phenomena rightly to be called a group. His definition will suit the writer's purposes for this study.

B. Group Process. Group process is the phenomenological experience of two or more people working together on some need or

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[49]Donald Krech and Robert Crutchfield, Theory and Problems of Social Psychology, New York: McGraw Hill, 1948, define a "group" as follows: "A group does not merely mean individuals characterized by some similar property...The term group...refers to two or more people who bear an explicit psychological relationship to one another. This means that for each member of the group the other members must exist in some more or less immediate psychological way so that their behavior and their characteristics influence him." pg. 18.

[50]Raymond Cattell, "New Concepts for Measuring Leadership in Terms of Group Syntality," Human Relations, IV (1951), pg. 162.

problem toward some recognized end, by some form of interpersonal relations, with some covert or overt effect on each.[51] In short, process is the manner in which a group handles its task and the ways members feel about it, and relate to one another through it.

C. Effective Interaction. The writer would define interaction effectiveness as open, authentic, sharing, dialogue among members; the communication of understanding and respect from the member to member; the elimination of any role which is not group building in function; willingness to address interpersonal blockages in redemptive ways.

D. Parish. The members of the congregation of any church.

E. Task Group. The writer would define a task group as two or more organisms interacting primarily in pursuit of the goal of task completion, without equal concern for the satisfaction of the member's personal and interpersonal needs.

F. Therapeutic Task Group. A therapeutic task group refers to two or more individuals interacting in the dispatch of an assigned task in such a way that the emotional and interpersonal needs aroused within each person in the process of task completion are recognized, acknowledged, shared and satisfied.

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[51] An adaptation of L. Thomas Hopkins' definition, in "The Emerging Self in School and Home," in Kemp (Ed.), Perspectives on the Group Process, pg. 92.

G. Leadership. The term has been used to describe many phenomena, including some that are questionable (such as "most popular" or "outstanding in his field"). In a sampling of the literature prior to 1949, Bass reported 130 definitions of leadership.[52] The situation is also complicated by the tendency to view leadership as an "innate" characteristic, or to incorporate into the term both descriptive (the role) and evaluative connotations.

The writer agrees with Halpin that we would be clearer in our understanding of the word if we focus our definition on leadership behavior rather than upon "leadership" as a word apart from a behavioral setting.[53] For a general definition of leadership, the following will be utilized: "Leadership refers to that process whereby an individual attempts to direct, guide, influence or control the thoughts, feelings, and behavior of other human beings toward a specified goal."[54] Notice that a distinction is implicitly drawn between leadership and attempted leadership. In the writer's view, attempts at leadership must be responded to favorably by others before they can be described as acts of leadership. The follower must move, to a small degree, at least, in the direction indicated by the leader, before the act can properly be called a "leadership" behavior.

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[52]Bernard Bass, Leadership, Psychology and Organizational Behavior, New York: Harpers, 1960, pg. 87.

[53]Andrew Halpin, "The Behavior of Leaders," Educational Leadership, XIV (December 1956), pg. 174.

[54]Adaptation of Halman's definition, in Group Leadership and Democratic Action, pg. 4.

H. Therapeutic Task Group Leadership. To define this, what must be added to the previous definition is a more direct reference to the interpersonal processes involved in such leadership. Therapeutic task group leadership refers to that process by which a leader recognizes, acknowledges and affirms his own feelings, and those of the other group members, while attempting to direct, guide or influence their thoughts, feelings, and other responses towards the completion of the tasks.

CHAPTER II

INVESTIGATION OF RELATED RESEARCH

The writer expects that as therapeutic leadership, (as defined in Chapter One) is introduced into a parish task group, the result will be an increasing interpersonal awareness and openness among the members, accompanied by a greater effectiveness in task completion, and satisfaction with the group experience. In this chapter, the writer will attempt to illuminate the statement of the problem, as developed in Chapter One, by reference to well-established findings in other experiments involving task groups.

By reference to some findings of social psychologists, the writer will first seek to illuminate factors involved in the subject board's predominant occupation with task matters.

Secondly, he will generalize these findings to task groups in general, demonstrating that over-occupation with the task, accompanied by neglect of interpersonal and affective concerns, pose a universal problem for all task groups.

Thirdly, from this analysis, the writer will attempt to conceptualize the relationship of interpersonal effectiveness to task completion in the task group.

Finally, drawing upon other research involving task groups, the writer will seek to determine the conditions for, and functions of, the kind of interaction which leads to task effectiveness and member satisfaction with the group experience.

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In drawing the conclusions which are to follow, the writer has made an attempt to thoroughly review research findings related to the subject. This inevitably posed the problem of selection, for the literature on task group dynamics is enormous. In the process of selection many considerations and investigations were obviously omitted. The writer's criteria were simple: he selected those researched findings most germane to the statements of purpose of this chapter. A secondary, though not rigidly controlling factor, was that primarily selected were those studies and findings which have to date stood the test of time and become standard references for the field.

It is assumed by the writer that when an individual works in the presence of other persons, a variety of social motives become activated which are not evoked when a person works alone. He agrees with Sullivan that there is little action on the part of an individual that is not a reaction to someone else. When the subject individual is working in a group, much more of his behavior is influenced by social motives. Some of these may lead to defensive group behavior. The subject may work harder to improve his influence, become more careful of his responses to avoid embarrassment, or become fearful to the point of withdrawing from group participation altogether. His responses to the group might be overly influenced by his expectations of social reward or punishment from his group peers, and even more so from the identified leaders of his group. Given a restrictive

(or hostile) group climate the need to maximize security might provoke defensive behavior in him.[1]

On the other hand, the writer believes and has already expressed that defensive behavior need not be the inevitable response of the subject member to his task group environment. In an interpersonal milieu of openness, acceptance and understanding, he believes, with Rogers, that most individuals will seek to enlarge and enrich the quality of their personal growth.[2] In a group experience in which the desired confidence of the group is gained, an individual will experience a sense of his own worthwhileness and integrity, and be willing to express what he is feeling about the ongoing process of task completion.

On the continuum, between defensive and open interaction, rests the necessity of explanatory findings by which to understand the manner in which movement may take place from one polarity to the other in the task group. To this end, the following sections are devoted.

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[1]Harry Stack Sullivan, The Interpersonal Theory of Psychiatry, New York: W. W. Norton and Company, 1953, pg. 373, writes: "Anything which would seriously disturb the equilibrium, any event which tends to bring about a basic change in an established pattern of dealing with others, sets up the tension of anxiety and calls out activities for its relief. This tension and the activities required for its reduction or relief - which we call security operations because they can be said to be addressed to maintain a feeling of safety in the esteem reflected to one from the other person concerned - always interfere with whatever other tensions and energy transformations they happen to coincide with."

[2]Carl Rogers, On Becoming a Person, Boston: Houghton Mifflin Company, 1961, pg. 344.

I. UNDERSTANDING THE OVER-OCCUPATION WITH THE TASK

It has already been noted that the history of the subject governing board is one of transition from an informal, interpersonally open, more affectively tuned group, to one in which the dominant group process is impersonal, task-oriented, leader dominated. Some of the intuited reasons for this change are also noted in Chapter One and Appendix One.

This change, however, can be analyzed from more encompassing theoretical perspectives. The writer will consider three of these, all of which he believes contribute to a better understanding of the problem. The first theoretical perspective to consider is role theory. "Man," as Bonner observes, "is a role taking animal,"[3] and a careful consideration of the self-theories of Mead and Moreno gives, to the writer, confirmation to the important place of role-taking in task group behavior. Role behavior, in Bonner's terms, is "the action performed by an individual who holds a certain status, in anticipation of other's expectations."[4] Put in another way, in role-taking, a person perceives the values and standards of the group and acts in response to them. Mead has greatly illuminated the writer's understanding of the impact of role-taking behavior on a task group member's response. Mead postulated that through "the generalized other" the

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[3]Hubert Bonner, Social Psychology: An Interdisciplinary Approach, New York: American Book Co., 1953, pg. 44.

[4]Hubert Bonner, Group Dynamics: Principles and Applications, New York: Ronald Press Company, 1959, pg. 375.

norms or attitudes of a group influence and become the individual member's norms or attitudes, and by means of it he finds his own locus in the pattern of relationships and interaction of that group.

> It is in the form of the generalized other that the group process influences the behavior of the individuals involved in it and carrying it on, i. e., that the community exercises control over the conduct of its individual members; for it is in this form that the social process or community enters as a determining factor into the individual's thinking.[5]

While Mead makes it clear that he doesn't view the person as simply a mirror of the group's attitudes, he concludes that successful integration into a particular group consists to a large degree of becoming an individual reflection of the general systematic pattern of group self-understanding in which everyone is involved.[6] Mead's conclusion, then, is that one's perception of the role demanded by a certain group conditions strongly the kind of response or "set" that person will have towards the group. The "generalized other" is strongly at work in the task group member organizing the members' "response set" into a fairly standard and predictable pattern of "work-oriented" behaviors. In other words, the task group gives to the participant a set of attitudes largely oriented toward occupation with work rather than interpersonal sharing.

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[5]George Herbert Mead, Mind, Self, and Society, Chicago: University of Chicago Press, 1934, pg. 155.

[6]Ibid., pg. 158.

That a fairly standard set of role expectancies gets communicated to task group members, regardless of specific situations, was substantiated by Lieberman. He undertook a series of experiments to test how members of the task groups tend to perceive their own roles. The Reactions to Group Situations test was administered to 120 subjects participating in task group experiences over fifteen two-hour daily sessions. The groups were leader-controlled to consist of a "harmonious blend of attention to both task and the emotionality emerging in the group."[6] At the close of each meeting, all members responded to a Postmeeting Reaction Questionnaire. Each member's daily responses to "my role" questionnaires, measured against earlier perceptions emerging from the RGST, constituted the basic data for this study.

The results indicated that members tended to describe their own roles and the total task group experience in much the same way, regardless of the particular meeting to which they were referring. There was a general tendency, until well into the later sessions, for members to describe themselves as friendly, but work-oriented with respect to the group.[7]

This is not surprising to the writer. In the task-oriented

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[6]Morton Lieberman, "The Relation of Diagnosed Behavioral Tendencies to Member Perceptions of Self and of the Group." From Dorothy Stock and Herbert Thelan, Emotional Dynamics and Group Culture, New York: New York University Press, 1958, pg. 36.

[7]Ibid., pg. 38.

groups with which he has been acquainted, the members are usually aware that this group is constituted for the purpose of conducting church business. This official purpose and goal has usually implied to them certain assumptions about the character of the group, one of which is that any expression of affect which unduly postpones or subverts the conduct of the business is inappropriate. It makes sense to the writer that with such an expectation regarding the group being so widely shared, a constant leadership influence is required to maintain attention to the affective aspects of the group process.

With an inclination of the task-group member to view emotionality as a second-class citizen to work, to maintain a primarily work-oriented climate requires but little reinforcement on the part of the identified leaders of the group. This leads the writer to the second theoretical perspective, that of the impact of leadership modeling. Research of investigators like Bales and Slater suggests that most of the identified leaders in a group concentrating heavily upon the task tend to perceive themselves as task-oriented.[8] Their own commitment, then, is to perpetuating a group climate in which they feel most comfortable working. The results of this writer's

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[8]Robert Bales and Phillip Slater, "Role Differentiation in Small Decision-Making Groups," in Talcott Parsons and Robert Bales, Family, Socialization, and Interaction Process, Glencoe, Ill.: Free Press, 1955, pp. 259-306. Their conclusion after the experiment: "The attribution of leadership will depend not only upon the choice of one person over another, but also upon the differential stress placed upon (the task) by the group ...Leadership would thus be thought of as being attributed...according to the...major values of the group." pg. 291.

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study indicate that most of the individuals identified from the beginning as leaders of the subject group were essentially task oriented in their own contributions to the group, (see Chapter 3, pp. 114-118). As Carkhuff has demonstrated, the leadership modeling effect in a situation like this is powerful.[9] This leadership tendency, combined with the expectancies of the group members, generates a climate in which the task is considered to be more important than the exploration of the interpersonal relationships. An effective task group is considered, then, to be friendly and cordial, but primarily oriented to the business at hand. This excerpt, the first of many to be used in this dissertation from the recorded transcripts of each meeting, illustrates this expectation, (from session two of the six board meetings under study):

> JA: Lots of feelings could be hurt by this move.
> HC: What's important right now is that we take a united stand on this issue and not let feelings get in the way.
> JA: Don't you think we ought to give opportunity for people to express their feelings before we act?
> HC: We can do that after we've tackled the issue and taken our stand.

The spirit of this exchange was friendly, but the attitude of HC (an identified leader) is obvious: In his judgment, the resolution of the issue is more important than the feelings involved. With most of the identified leaders modeling as work-oriented, giving little or no attention to expressions of strong affect in the group, this already existing set towards a task group is reinforced in the behavior of the members.

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[9]Robert Carkhuff, Helping and Human Relations, Volume I, New York: Holt, Rinehart and Winston, 1969, pp. 33-45.

A third factor, the reward motive, is also involved in the tendency for a group to gravitate towards over-occupation with the task. The writer has made note of the rather frustrating experience which the subject board had over attempts at interpersonal exploration. Collins and Guetzkow report that in their studies with task groups involving deprivation of rewards, most groups thus deprived would seek to reject the nonrewarding behaviors and increase the rewarding ones.[10] Thus, if interpersonal openness were nonrewarding, or even punishing, and task completing behaviors were rewarding, the latter would strongly reinforce the probability of task-oriented behaviors increasing, and focused attention on interaction decreasing in frequency. The history of the subject board suggests that when the conflict increased, interpersonal openness became nonrewarding. In addition, task oriented behavior became more rewarding. The addition also of newer, more task oriented members, along with powerful leader-models with ability to reward task behavior completed with a minimum of group interaction, served to reinforce the already existing "set" in the direction of task orientedness.

II. UNDERSTANDING THE TASK GROUP PROCESS

The writer has suggested that the history of the subject

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[10] Barry Collins and Harold Guetzkow, A Social Psychology of Group Processes for Decision-Making, New York: John Wiley and Sons, 1964, pp. 74-75.

task group reveals the presence of several factors which motivated the members towards over-occupation with task items, with accompanying neglect of its affective interpersonal experience. He now suggests that though the circumstances differ, most task groups are characterized by this trend. Simply stated, most task groups move towards occupation with task items unless strongly motivated to consider their affective and interpersonal experience. This is a conclusion drawn in both the fields of sociology and social psychology. Sociologically, the impersonalness of the task group is the natural consequence of the bureaucracy and legal-rational authority structure, described by Weber and adopted widely in administrative institutions, such as the church. Weber viewed the task group as designed for problem solving. Interpersonal intimacy was to him, a deterrant to the group's problem-solving capacities. Impersonal, rational planning and implementation of plans, on the other hand, were a sign of the group's strength, not its weakness.[11]

Likewise, the social psychological experiments reviewed are conclusive that problem solving is the dominant motivation and source of satisfaction to task group members. Bales concluded after two hundred task group observations, that the "problem-solving motivation was the most appropriate interpretive frame of reference by

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[11]Max Weber, The Theory of Social and Economic Organizations, London: Collier-MacMillan, 1957, pp. 324-423.

which to understand member satisfaction and continued participation in the group."[12] In the Marquis, Guetzkow, and Heyns study, participants in task groups saw their degree of attraction to the group as a function of the group's adequacy of problem solving.[13] Similar opinions were expressed by 75 individuals who were asked by Kriesburg what things make a conference effective. He reports that they rarely mentioned the interpersonal rewards, but stressed task success as their source of attraction. The larger the percentage of agenda completed in a meeting, the more the participants were satisfied with it. Kriesburg also noted that satisfaction was also higher in meetings where the agenda topics were completed with dispatch. The longer it takes to reach a decision on the substantive topic; the more concern there is with topics not on the agenda, the lower is the satisfaction of the group.[14]

Bion, though working largely with therapy groups, drew some conclusions about the thrust towards work in any type of group. He concluded that a group is engaged in a continual struggle to make

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[12]Robert Bales, "The Equilibrium Problem in Small Groups," in Talcott Parsons, Robert Bales, and Edward Shils, Working Papers in the Theory of Action, Glencoe, Illinois: Free Press, 1953, pg. 117.

[13]Donald Marquis, Harold Guetzkow, and Roger Heyns, "A Social Psychological Study of the Decision Making Conference," in Harold Guetzkow, (Ed.), Group, Leadership and Men: Research in Human Relations, Pittsburg: Carnegie Press, 1951, pp. 55-67.

[14]Marvin Kriesburg, "Executives Evaluate Administrative Conferences," Advanced Management, 1, 1950, pp. 15-18.

work triumph over the affective cultures which seek to obstruct it. He writes: "I attribute great force and influence to the work (process)...I think one of the striking things about a group is that it is work...that triumphs in the long run."[15]

These reports combined with others suggest that concern with the task and relatively little focused attention on interpersonal relationship is a rather general phenomenon characterizing the task group process.

This leads to a dilemma, however, for while task group members perceive themselves to get the most satisfaction from task concerns, problem solving is often accompanied by some experience of affect which can thwart group effort in the facilitation of the task.

Bion affirms this through his research, when he concludes that a group can be thought of in terms of a series of emotional states or basic assumption cultures in which some affective need is continually being expressed through the work the group is doing. He believes that the group task and the emotional components of group life are so interrelated that one never occurs without the other and than an understanding of group experience can come only when both are studied in their changing relationships to each other. To him, the work of a group is always influenced to some extent by certain emotional states and concerns; conversely, the emotional state or basic assumption

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[15]Wilfred Bion, Experiences In Groups, and Other Papers, New York: Basic Books, 1961, pg. 135.

culture is affected by the manner in which the task is addressed. Group growth, in Bion's model, is an increasing integration of work and emotional activity in which neither is denied, and both are mutually supportive.

The work of Bion and others strongly reinforces the writer's belief that in any task group, the disposition of the business is heavily influenced by the affective culture and interaction of the group. Put in another way, task effectiveness is influenced by, and under some conditions, dependent upon interaction effectiveness.[16]

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[16] In Experiences In Groups, and Other Papers, Bion elaborates more fully upon his concept of "Group culture." Bion describes the group culture as consisting of three essential states: dependency, pairing, and fight-flight. In a dependency-work culture, the group acts as if it exists to find direction and support from something outside itself - the leader, external standards, or its own history. When it is responding by a pairing-work response, it is acting as if its function is to find strength and affirmation from one another in the group. Thirdly, a fight or flight-work group acts as if its purpose is to avoid something by fighting or running from it.

The "as ifs" do not mean, for example, that a fight-flight work group culture will directly express its emotionality by observable dependency behavior; neither does it mean that a group is consciously aware of such a response. What he does mean is that if the observer assumes that a group is acting as if it is avoiding, say interpersonal openness, then the behavior of the group regarding the task will take on more understandable meaning.

Bion seeks to explain these various responses which a particular group member might make to the group by what he calls valency. Valency refers to the predominate way in which the individual interacts with the group and combines with other members to create the group culture. To Bion, every person possesses some valency, for fight, flight, dependency, or pairing. Valency involves three related

This has been well documented. Berkowitz and Levin found that in 31 conferences, "low quality" solutions were reached more

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elements; first, area of concern, or especially affect-laden element of group life. A person, for example, may especially be aroused when interpersonal sharing occurs. Second, valency has to do with culture preference, or the preference of one work-emotionality culture to the others. He is more comfortable, for example, when the group conversation consists predominantly of intellectualization about the task. Finally, valency involves affective approach, or the ways in which the individual responds expressively to the various group cultures.

These three aspects of valency can be related in several possible ways. For one, a person might be completely consistent throughout all three. For example, unsure of his own abilities to make a contribution, he may be primarily concerned about dependency, feeling most comfortable in a group where responsibility for the task lies with the leader. It follows, then, that his behavioral approach is one of willingness to comply with the wishes of the leaders. Secondly, the area of concern raised in an unexpected culture might arouse what appears to be contradictory affect, but is really a very consistent defense. For example, a normally talkative board member may, in a conversational climate where a shift in subject occurs from the task to the person, make a very hasty flight into silence.

A group in which most of the members possess a similar valency will take a character which expresses that valency. On the other hand, groups composed of members with widely diverse valencies would be expected to deal with the task more explicitly with a wider range of emotionalities, thus causing continual shifts in the work-emotionality culture of the group. A work-emotionality culture can last only a few minutes, or go on over several meetings, or even dominate a group's entire existence.

As a group either predominantly expresses one valency or moves through several, Bion suggests that unique satisfactions and anxieties are expressed with each emotional state. While group members, for example, find some satisfactions in being dependent upon a leader, at the same time they can feel anxious because they are not recognized for what they could contribute to the group.

Thus, much of what is overtly expressed in a group, Bion suggests, depends upon the nature of the leadership of the group. A leader with a given valency pattern would be expected to attempt to influence the

often among groups "bogged down" in process.[17] Goodrich reported that group productivity of ideas suffered when expressions of aggression were not adequately responded to.[18] Nagle observed correlations of .86 between the rated productivity of task groups and the extent the members liked and understood one another.[19] Cohen, Whitmyre and Funk reported that cohesive groups produced significantly better ideas than either nominal or non-cohesive groups, even on problems of neutral valence.[20]

In summary of this section, the writer sees evidence from the research to suggest that (1) primary group satisfaction and participation motivation for most task group members lies in successful

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group as a whole to move into or maintain his preferred culture. If the group includes leaders representing all emotional cultures, then all will be represented and expressed overtly in the group. If the group, on the other hand, contains only leaders for one emotional culture, then that will be the only one expressed openly, and is likely to be one accepted as the group culture, although some members of a different valency would feel quite uncomfortable in that environment and express their discomfort in indirect ways, possibly by attempting to move the group into another work-emotionality culture, or if unable to do that, at least fight a "rear guard" action. pp.143-150.

[17]Leonard Berkowitz and Harry Levin, "Patterns of Group Problem Solving Behavior and Quality of Group Product," University of Michigan, Ann Arbor, 1970, Unpublished Paper.

[18]Donald Goodrich, "Aggression and Productivity," American Psychologist, 1964, 9, pp. 380-382.

[19]Bradford Nagle, "Productivity and Member to Member Identification in Task Groups," State University of New York, 1973, Unpublished Paper.

[20]David Cohen, John Whitmyre, and Wilmer Funk, "Effect of Group Cohesiveness Upon Creative Thinking," Journal of Applied Psychology, Vol. XXXXIV (1960), pp. 319-322.

task completion; but (2) some tasks are not completed without the eliciting of sufficiently strong affective responses to merit group attention. Furthermore; (3) if attention is not given to the affective and interpersonal dimensions of the group process, task facilitation can be blocked by the resulting interaction ineffectiveness.

The next section will describe the kind of interaction the writer finds to characterize effective task group process. He will also describe the functions that effective interaction serve to increase task efficiency and member satisfaction with the group experience. Lastly, he will describe research results as to what facilitates or impedes effective interaction and resultant task-efficiency.

III. UNDERSTANDING EFFECTIVE MEMBER INTERACTION IN THE TASK GROUP

The writer has sought to demonstrate that the greatest single source of satisfaction for the task group member is success with the completion of the task. It now remains to inquire as to what is required for member satisfaction if interaction ineffectiveness is blocking task success.

The writer found several studies which addressed that question. Smith found that when this condition prevailed, success in solving the problem of interpersonal relations became an equally important indicator of satisfaction.[21] Collins found that under such conditions,

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[21]Eugene E. Smith, "Effects of Threat Induced by Interactional Difficulty in Small Task Groups," from Portland State University Quarterly, Fall 1972, pp. 21-27.

"congruence of member goals," became a requirement for group satisfaction. This involved the need to "see eye-to-eye about the objectives of the meeting and agreement as to the means for obtaining these objectives."[22] Also found to be a factor for group satisfaction was the need to feel comfortable about the leadership, and to be in an acceptable position within the communication network of the group.[23]

How is interaction effectiveness for a task group defined? As described in the first chapter, the writer viewed interaction effectiveness as including several things: (1) open, authentic, supportive sharing and dialogue among members; (2) the elimination of any role which is not group building in function; (3) willingness to deal with interpersonal blockages in redemptive ways.

Other researchers define interaction effectiveness somewhat differently. Hemphill and Westie identify it in terms of results using the concept of vicidity and hedonic tone. Vicidity, to them, is the absence of destructive dissension and conversation serving to advance only the interests of individual group members. Hedonic tone is the feeling of togetherness, reflected by the frequency of tension reducing behavior and general conviviality.[24] To Cattell and Stice, interaction

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[22]Barry Collins and Harold Guetzkow, A Social Psychology of Group Processes for Decision-Making, pg. 200.

[23]Ibid., pp. 202-205.

[24]John Hemphill and Frank Westie, "The Measurement of Group Dimensions," Journal of Psychology, 1950, 29, pp. 325-342.

effectiveness is synergy, or the ability of the group to address disruptive forces, and hedonic tone, or the harmony of internal relations.[25]

Bales conceives of interaction effectiveness as the showing of solidarity, raising of other's esteem, giving of help and reward, facilitation of tension release when needed, showing of satisfaction, acceptance of each member, and conveyance of respect through conversation. On the other hand, interaction ineffectiveness would be characterized by destructive disagreement, rejection, withholding help, withdrawing, showing antagonism, deflating others' esteem, acting defensively or self-assertively.[26]

Anderson describes a concept of interaction effectiveness similar to the writer's. To him, it is evidenced in the task group by such behaviors as mutual trust, responsible participation, sensitivity to members' needs, shared leadership, clear authentic communication of ideas, acceptance of feelings and respect for individuality in expression.[27]

If interaction effectiveness, as defined, is vital to task success, what dynamics are facilitated through such interaction so as

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[25]Raymond Cattell and George Stice, "Four Formulas for Selecting Leaders on the Basis of Personality," Advanced Publication No. 2, Laboratory of Personality Assessment and Group Behavior, University of Illinois, Urbana, 1953.

[26]Robert Bales, Interaction Process Analysis: A Method for the Study of Small Groups, Cambridge: Addison-Wesley Press, 1950.

[27]Phillip Anderson, Church Meetings That Matter, pp. 47-50.

to recreate the conditions for group productivity and member satisfaction? Considerable research has been done here and the writer will report only the most replicated of the findings.

Several investigators found that the conveyance of self esteem through effective interaction increased both the quantity and quality of member contribution, thus aiding the successful completion of the task. Jackson reported that subjects contributed significantly more in those groups in which their perceived esteem as members was greatest.[28] Similarly, Heynes observed that conference participants who felt they were accepted participated more freely and constructively to the group decision, and were more satisfied with it.[29] Coombs found that as a member perceived self esteem being conveyed, his social participation not only increased, but became more open, thus creating conditions for interpersonal success and more ease in facilitating the task.[30]

A second dynamic noted as the result of attention to interaction is familiarity or intimacy. To put it another way, interaction breeds familiarity, which in turn reduces interactional difficulties. Festinger, Cartwright, et al, observed that group members became less

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[28]James M. Jackson, "The Relation Between Attraction, Being Valued and Effectiveness," State University of New York, 1973, Unpublished Paper.

[29]Richard Heynes, "Factors Determining Decision Effectiveness and Satisfaction in Conferences Requiring Pooled Judgments," Unpublished Paper, University of Kansas, Lawrence, 1970.

[30]Robert Coombs, "Social Participation, Self-Concept and Interpersonal Valuation," Sociometry, 32, 1969, pp. 273-286.

restrained in talking about the personal as familiarity increased.[31] Faunce and Beegle observed a lessening in the number of sub-groups as members of the large task group increased in intimacy.[32]

It appears to the writer that intimacy functions to address two major factors in group productivity. First, intimacy creates the conditions for the breaking down of misperceptions of heterogeneity and thus spares the group from excessive sub-group formation, with vested interests that create interpersonal blockages and task completion. Indeed, Festinger and Thibaut found that perceptions of heterogeneity in interpersonally ineffective groups lead to sub-group formations and a corresponding decrease in overall group communication.[33]

Secondly, intimacy leads to a better awareness and prediction of each other's attitudes. Winslow found that intimates in a small group could estimate each other's opinions quite accurately.[34] Observations of repeated meetings of eight discussion groups led Theodorson to conclude that intra-group perceptual sensitivity increases with member familiarity.[35] Better prediction, it seems to the writer, serves

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[31]Leon Festinger and Donald Cartwright, "Changed Attitudes Through Social Contact," Human Relations, 1962, 5, pp. 327-346.

[32]Dale Faunce and J. Allan Beegle, "Cleavages in a Relatively Homogeneous Group," Sociometry, 1948, 11, pp. 207-216.

[33]Leon Festinger and John Thibaut, "Interpersonal Communication in Small Groups," Journal of Abnormal and Social Psychology, 1951, 46, pp. 92-99.

[34]Charles Winslow, "A Study of the Impact Upon the Group of Member's Ability to Estimate the Opinions of Others," Journal of Social Psychology, 1947, 8, pp. 433-442.

[35]George Theodorson, "Elements in the Progressive Development of Task Groups," Social Forum, 1953, 31, pp. 311-320.

to make it easier to foster the mutual understanding necessary to complete the task.

Interaction was also found to facilitate increased consensus. Interaction was a condition which investigators found to reduce substantive conflict more easily over issues in both high and low affective conflict groups. Guetzkow and Gyr studied this phenomenon in detail with 72 task groups as part of the 1954 University of Michigan Study. They concluded that groups which ended in consensus did three times the amount of interaction, involving 25% more of the members, as groups which did not end in consensus.[36] Collins found that through interaction group members came to depend on each other more for information about the task, and the uniformity of group opinion increased.[37]

It seems to the writer that interaction functions to promote consensus by several means. First, interaction leads to more interpersonal attraction and liking, a factor which contributes to consensus. Based on his research, Homan asserted this interrelationship: "If the frequency of interaction between two or more persons increases the degree of their liking for one another will increase."[38] Jackson found that the effect of high interaction was to increase the interpersonal

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[36]Harold Guetzkow and John Gyr, "An Analysis of Conflict in Decision Making Groups," Human Relations, 1954, 7, pp. 367-382.

[37]Barry Collins, "Communication and Interaction," in Barry Collins and Harold Guetzkow, A Social Psychology of Group Processes for Decision-Making, pg. 179.

[38]George Casper Homan, The Human Group, New York: Harcourt, 1950, pg. 112.

attraction in ongoing work groups.[39] The finding was also replicated by Grossack.[40]

Secondly, more widespread interaction within the group fosters an "I own the task too" feeling. The writer's conclusion is based on one of Lewin's experiments in achieving group consensus and change, and his finding that when individuals are given opportunity to participate in the discussion at a depth level, they will move in the direction of consensus upon the task, and accept the solution because it is a product of each member's deliberations.[41]

Thirdly, more widespread effective interaction leads to member perception of previously unknown similarity, with greater resultant ease in working through real differences in order to complete the task. Stotland found, for example, that groups with an high degree of effective interaction among themselves would move to perceiving more similarity among themselves and express more widespread consensus than groups with low degrees of interaction.[42]

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[39]James Jackson, "Reference Group Processes in a Formal Organization," Sociometry, 1959a, 22, pp. 307-327.

[40]Martin Grossack, "Some Effects of Attraction upon Small Group Behavior," Journal of Abnormal and Social Psychology, 1954, 49, pp. 341-348.

[41]Barry Collins, "Communication and Interaction," in Barry Collins and Harold Guetzkow, A Social Psychology of Group Processes for Decision-Making, pg. 179.

[42]Ezra Stotland, Nickolas Cattrell and Gordon Laing, "Group Interaction and Perceived Similarity of Members," Journal of Abnormal and Social Psychology, 61, 1960, pp. 335-340.

IV. CONDITIONS FOR EFFECTIVE INTERACTION

In the last section, the writer reviewed certain dynamics pivotal to task success and member satisfaction, which investigators found to emerge through interaction. In now seeking to determine the condition under which effective interaction may occur in the task group setting, he concurs with Papenek that it is a democratic group standard:

> The group becomes therapeutic if its structure is democratic, with equal rights for all (members) and with responsible leadership by the (leader). In such a setting freedom of expression and openness of communication, as well as mutual helpfulness and respect for each other, are encouraged.[43]

While status differentiation cannot be eliminated in the task group, it seems to the writer that it must decrease, or at least open in order for a democratic spirit to emerge. Thus Bovard observed that in groups of low status differentiation, verbal interaction becomes more broadly based than in a situation of high status differentiation.[44]

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[43]Helene Papenek, "Psychotherapy Without Insight, Group Therapy as Mileau Therapy," Journal of Individual Psychology, XVII (1961), 187, pp. 184-189.

[44]Everett Bovard, Jr., "Group Structure and Perception," Journal of Abnormal and Social Psychology, 1961, 46, pp. 398-405.

A democratic group standard is what Frank also prescribes as the crucial condition for effective interaction:

> A group with proper standards protects and enhances the self-esteem of its members, fortifies their ability to consolidate and maintain beneficial changes in behavior or attitudes, helps them to resolve conflicts and facilitates constructive release of feelings. [45]

Frank conceives of a democratic group standard as consisting of the following:

> Widespread participation, diversity of outlook, non-defensive expressions of feelings and honest attempt at self-examinations, rewarding maintenance of communication no matter how angry (members) get at each other; and putting a premium on mutual respect...[46]

Truax also identifies standards he found necessary for effective interaction. These are universal participation, concreteness of the group discussion, empathy among the members, a cooperative group spirit, sociability, group cohesion, and the ego involvement of the members in the discussion. [47]

Of the seven standards mentioned, Truax highlights concreteness of discussion and empathy. He finds that interaction effectiveness is especially dependent upon the insistence of concreteness in the group discussion, with ample provision for feedback and alteration of the perceived communication, if needed. Campbell

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[45] Jerome Frank, "Some Determinant Manifestations and Effects of Cohesiveness in Therapy Groups," International Journal of Group Psychotherapy, 7, 1957, pp. 60-61.

[46] Ibid., pg. 63.

[47] Charles Truax, "The Process of Group Psychotherapy: Relationships Between Hypothesized Therapeutic Conditions on Interpersonal Exploration," Psychological Monographs, 51, 1961, pp. 1-35.

found that certain systematic errors arose in task group discussion unless the conversation was concrete and open to feedback.[48] Empathy is also considered important by Truax. When a person observes that other group members express feelings and communicate openness and understanding which he has not felt free to do, he is set free and motivated to do so himself.

Broadly based participation is found by both Frank and Truax to be a critical group standard for effective interaction. The pressure applied in a group to conform to such a standard should be especially evidenced in the flow of communication toward the deviant. Newcomb points out that a sign of a democratic, accepting group is that a disproportionate number of communications are addressed to deviants, until balance is achieved.[49] In a non-democratic group, on the other hand, Collins notes that there is a tendency for a few people to dominate the interaction and for it to flow predominantly in the direction of high status members.[50] Sabath also found that in such a group, low status members are regarded favorably only when their performance enhances group functioning.[51]

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[48]Donald Campbell, "Systematic Error on the Part of Human Links in Communication Systems," Human Relations, 1969, 2, pp. 334-369. Campbell speaks of several errors, among them the tendency to distort the transmitted message in the direction of the meaning expected by the hearer, poor retention of the middle portion of the message, etc.

[49]Theodore Newcomb, "An Approach to the Study of Communicative Acts," Psychological Review, 1953, 60, pp. 393-404.

[50]Barry Collins and Harold Guetzkow, A Social Psychology of Group Processes for Decision-Making, pp. 172-173.

[51]Gerald Sabath, "The Effect of Disruption and Individual Status on Person Perception and Group Attraction," Journal of Social Psychology, 64, 1964, pp. 119-130.

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Leavitt found, in addition, that a member's position, physically and conversationally, in the communication net constituted an important group standard. He demonstrated that the greater the number of open communication channels, the broader the interaction. In general an all channel circular or rectangular net produced the most broadly based interaction, unless high status members were concentrated at one point of the net.[50]

Finally, the writer believes that another important standard of the democratic, empathetic, clear task group is the insistence upon authentic group roles which facilitate both the task and the building of effective interaction, and the elimination of individual self-seeking roles. Benne and Sheats find that it is necessary for group roles to be adopted by every member, not just the leaders.[53]

V. THE ROLE OF LEADERSHIP IN EFFECTIVE INTERACTION

The writer concluded in Chapter One, and has intimated in this chapter that the facilitating and maintaining of democratic standards in the task group is largely the work of the leader, or "central person."[54] After a review of the research, he sees nothing

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[52]Harold Leavitt, "Some Effects of Certain Communication Patterns on Group Performance," Journal of Abnormal and Social Psychology, 1951, 46, pp. 38-50.

[53]Kenneth Benne and Paul Sheats, "Functional Roles of Group Members," pp. 42-47.

[54]Fritz Redl, "Group Emotion and Leadership," Psychiatry, V, 1942, pp. 573-596.

significant to change this opinion. Experiments in facilitating effective interaction for task completion through leaderless groups have proven largely unsuccessful.[55] Dreikurs concludes, after extensive research into group leadership dynamics, "there can be no doubt that the group leaders are responsible for the type of interaction and climate which exists in the group."[56]

Earlier in this chapter, the writer proposed that the leadership modeling effect was a sufficient explanatory principle to account for shifts in group climate and interaction. Advocates of leadership modeling assume that there is a strong motivation for members to model themselves after the group behavior of the leader in the establishment of group climate. Investigators find that cohesive groups generally are identifying with their leaders and are responding behaviorally to his modeling function.

Carkhuff has done extensive research in modeling and has stated his findings in several propositions. He concludes that the modes of functioning, discriminating, and communicating of the modeler have a powerful effect upon the mode of functioning,

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[55]Donald Krech and Robert Crutchfield, for example, found that certain behaviors described as "leadership behaviors" had to be manifested in task group setting in order for goals to be realized. Donald Krech and Robert Crutchfield, Theory and Problems of Social Psychology, pg. 124.

[56]Rudolph Dreikurs, "The Unique Social Climate Experienced in Therapeutic Groups," Group Psychotherapy: Journal of Sociopsychopathology and Sociatry, 4, 1951, pp. 292-299.

discriminating, and communicating of the second person in the relationship.[57] Carkhuff also found that the most critical variable of leadership behavior in facilitating interactional effectiveness is high level communication made possible by high level discrimination. He writes that "gains or losses in the trainee's level of discrimination are dependent in part upon the trainer's initial level of discrimination."[58] Later he reports that "the gains or losses in the trainee's level of communication are dependent in part upon the trainer's level of communication."[59]

It is the writer's expectation that his personal leadership modeling of openness and sharing will impact upon the identified leaders and group members in such a way that some will move toward modeling a pattern of group interaction which approximates that of the leader. Furthermore, the response of these more nurturant group leaders will reinforce the writer's impact in such a way that a strong influence upon the group members is created to move towards a more therapeutic climate. This influence to create such a climate will be stronger upon the group than the influence of the other leaders to dwell only upon the task.

The findings of several investigators lend some confirmation to these expectations. Bales found that if the task leader is not sufficiently facilitating effective task group interaction, a social-

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[57] Robert Carkhuff, Helping and Human Relations, Volume I, pg. 25.

[58] Ibid., pg. 168.

[59] Ibid., pg. 197.

emotional leader would emerge to model and facilitate adequate interpersonal relationships.[60] His findings are also replicated by Torrance and Aliotti.[61]

What are the necessary attributes for an interactionally oriented task leader-model? Bass finds a sensitivity to the "nature of the interactive situation" in a task group an important attribute. Compared to the strictly task-oriented leader, the interaction-oriented task leader also attempts leadership when he perceives that the interaction within the group is unsatisfactory, and he believes he has the skills to facilitate a solution to the group's interpersonal difficulties.[62]

The interaction oriented leader is also found to rate higher in self-confidence and self-esteem. Stogdill observes that with self-esteem comes less need to control the flow of the meeting by authoritarian means and reject negative responses. Leaders high in self-confidence would also be expected not to be as threatened by the expression of personal feelings of anxiety and adequacy by fellow members, thus permitting

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[60]Robert Bales and Phillip Slater, "Role Differentiation in Small and Decision Making Groups," in Talcott Parsons and Robert Bales, Family, Socialization, and Interaction Process, pg. 285.

[61]Paul Torrance and Nicholas Aliotti, "Accuracy, Task Effectiveness, and Emergence of Social-Emotional Resolver as a Function of One and Two Expert Groups," Journal of Psychology, LXI (November 1965), pp. 161-171.

[62]Bernard Bass, Leadership, Psychology and Organizational Behavior, pp. 155-156.

more interaction and sharing.[63]

Shutz finds that interaction-oriented leaders adopt a "personal" rather than "power" methodology to facilitate a group climate change. Rather than seeking to effect change through imposing the standards, the leader using the personal methodology seeks to gain democratic ends by working within a framework of close personal relations; for example, by getting people to like and understand one another.[64]

Another attribute of interaction-oriented leaders was found to be heightened interpersonal perception, or accuracy in identifying and labeling people's feelings and attitudes. Chowdhury and Newcomb found that interaction leaders were better able to estimate member opinion and attitude and feelings on issues which were relevant.[65] It appears that the impact upon group members of such interpersonal accuracy on the part of their leaders motivated a lessening of defenses and willingness to affirm what the leader had already identified.

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[63]Ralph Stogdill is representative of many investigators' findings here, "Personal Factors Associated with Leadership," A Survey of the Literature. Journal of Psychology, 1948, 25-35-71, pg. 43.

[64]William Schutz, "What Makes Groups Productive?" Human Relations, 1955, 8, pp. 429-465.

[65]Kenneth Chowdhury and Theodore Newcomb, "The Relative Abilities of Leaders and Non-Leaders to Estimate Opinions of Their Own Groups," Journal of Abnormal and Social Psychology, 1952, 47, pp. 51-57.

[66]Cabot Jaffee and Richard Lucas, "Effect of Rates of Tallying Correctness of Decisions on Leader Choice in Small Groups," Journal of Social Psychology, LXXIX (1969), pp. 247-254.

Another attribute of the interactionally oriented leader, noted by Fiedler, is "attraction to the interpersonal process." Fiedler found that those leaders who are interpersonally "distant" tend to motivate an emphasis upon the task on the part of group members; while leaders who exhibit desires for warmer, psychologically close interpersonal relations with group members motivate increased group interaction, even though these desires were not specifically verbalized.[67]

Julian et al, found, however, that for an interaction oriented person to be perceived as a leader in a task group, he also had to be perceived as competent in task facilitation.[68]

This leads the writer to the question of whether the multi-faceted leadership role is realistic. Can one person charged with the responsibility for task completion also function as a facilitator of interpersonal openness among the group members?

Some of the research is not optimistic. Bales using his Interactional Analysis Profile Chart experiments, concludes that there is an inherent difficulty in one person attempting to meet

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[67]Fred Fiedler, "The Leader's Psychological Distance and Group Effectiveness," in Dorwin Cartwright and Alfred Zander (eds.), Group Dynamics: Research and Theory, (2nd Ed.), Evanston, Ill.: Row, Peterson, 1960, pp. 586-606.

[68]James Julian, Edwin Hollander, and Charles Regula, "Endorsement fo Group Leaders as a Function of His Source of Authority, Competence, and Success," Journal of Personality and Social Psychology, XI (1969), pp. 42-49.

both of these needs simultaneously.[69] Brown also raises an objection:

> Consider the case of a college seminar. Its business is to come as near as possible to the truth about questions raised. If several arguments are offered, arguments that oppose one another, the relentless pursuit of truth requires that one identify those ideas that are better and those that are worse. But ideas have sponsors and the evaluation of the idea reflects back upon the sponsor. Those who are shown to be wrong suffer some loss of self-esteem and may wish to withdraw from the group that gave them this unpleasant experience. The relentless pursuit of social welfare on the other hand requires that all ideas, of whatever quality, be received with enthusiasm and then it is truth that must suffer. It is hard for one man to work steadily at group maintenance and so it often happens that one member keeps his eye on the task while another devotes himself to emotional repairs.[70]

On the other hand, there is some evidence that when a leader of a task group models and provides opportunities for the sharing of feelings, both the relational and working efficiency of the group improves. Borgotta, Couch, and Bales reported instances in which leaders scored high in both task ability and interpersonal enabling. They also found that this phenomenon did not appear to be one-time and situational, for when these men were placed in new groups four different times - each session with two new co-participants - the majority of them repeatedly scored high in both areas.[71] Leslie wrote of a pastor reporting a striking change among officials of his

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[69] Robert Bales, Interaction Process Analysis: A Method for the Study of Small Groups, pp. 18-19.

[70] Roger Brown, Social Psychology, New York: The Free Press, 1965, pg. 685.

[71] Edgar Borgotta, Arthur Couch and Robert Bales, "Some Findings Relevant to the Great-Man Theory of Leadership," American Sociological Review, XIX (April 1954), pp. 755-759.

church when the note of personal sharing was introduced into a meeting of the Board of Trustees:

> Accustomed to two hour meetings in which there was always the pressure of unfinished business, these Trustees realized that after they had spent the first hour in discovering more about one another, the entire business was transacted in fifteen minutes. Rather than being a waste of time, the effort at coming closer to one another resulted in far less jockeying for position, far less focus on a hidden agenda, far less assertion of prerogatives.[72]

In this chapter the writer has sought to associate therapeutic task group leadership with more interaction, increased group productivity and heightened member satisfaction. Does the introduction of therapeutic dimension to leadership modeling produce the expected results?

Research in related areas is encouraging, though some is not entirely applicable. Though not specifically related to therapeutic task group leadership, the Coulson study on introducing a therapeutic dimension into an educational task setting raises some questions about the value of therapeutic leadership in the setting of institutional education. Coulson, documenting the attempt to utilize the encounter group for creating therapeutic change in an educational institution, concluded that in the final analysis there

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[72]Robert Leslie, Sharing Groups in the Church, pg. 15.

was "little indication that, as an organization, they had been through a sensitizing experience."[73]

Positive results have been obtained in Organization Development studies in several industries. Organization Development is an effort to increase organization effectiveness and health through planned therapeutic interventions in the interpersonal processes of task groups in commerce and industry.

According to Beckhard, Organization Development stresses an organic over against mechanical system of organization. The two approaches can be contrasted as follows:

Mechanical	Organic
1. Exclusive individual emphasis	1. Relationships between and within groups emphasized
2. Authority-obedience relationships	2. Mutual confidence and trust
3. Delegated to divided responsibility rigidly adhered to	3. Interdependence and shared responsibility
4. Strict division of labor hierarchical supervision	4. Multigroup membership and responsibility
5. Central decision-making	5. Wide sharing of responsibility and control
6. Conflict resolution through suppression, arbitration and/or warfare	6. Conflict resolution through bargaining or problem solving[74]

Beckhard, in his survey of Organization Development projects, concludes that "Organization Development, by focusing in on certain experiences in which the interpersonal-affective region has been

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[73]William Coulson, Groups, Gimmicks and Instant Gurus, New York: Harper and Row, 1972, pg. 117. It is important to consider, however, the authoritarian nature of the institutions studied. Because they were parochial girl's schools, one can hardly generalize the results of this particular study to all educational institutions.

[74]Richard Beckhard, Organization Development: Strategies and Models, Menlo Park: Addison-Wesley Publishing Company, 1969, pg. 9.

bypassed or ignored, has resulted more often than not in fuller mobilization of the organization's human resources towards achievement of the objectives, and at the same time an enhancement of the individual's needs for self-worth, open communication, growth and satisfaction at work."[75]

There is, therefore, considerable justification for concluding, keeping in mind the necessary conditions and variables for effective interaction, that therapeutic task group leadership should facilitate the expected results as discussed in Chapter One.

VI. SUMMARY

Available research with other task groups leads the writer to conclude the following:

A. As a result of the response set created in the task group experience, there is an inclination for the member to view work as more important than interpersonal exploration, and reap his greatest satisfaction from successfully completed tasks.

B. The process surrounding task facilitation can often arouse sufficiently high levels of negative affective response and interpersonal blockage so as to thwart the completion of that task; when this occurs, the interactional process is ineffective.

C. When conditions of interactional ineffectiveness occur

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[75] Richard Beckhard, Organization Development; Strategies and Models, pg. 255.

attention to the interpersonal becomes as important to the task group members as attention to the task.

D. Effective interaction occurs only under the establishment of democratic group standards, and facilitates needed dynamics for task success and member satisfaction, such as self-esteem, familiarity, consensus and interpersonal predictive accuracy.

E. A therapeutic task group climate is facilitated primarily through leadership modeling, by leaders who are sensitive to interpersonal concerns, but are competent in task facilitation; who have sufficient self-confidence and esteem to be comfortable in a more vulnerable role; who are attracted to and able to take the personal approach to problem solving; who have an heightened ability to perceive members' feelings and attitudes about the group experience.

CHAPTER III

METHODOLOGY: DESCRIPTION AND RESULTS

Twenty-three individuals served as subjects in all parts of this investigation to evaluate the impact of therapeutic task group leadership upon the interaction and member satisfaction of a parish governing board. It was expected that the introduction of a therapeutic dimension into the writer's leadership would produce a climate in which interpersonal openness and sharing was practiced and identified to be as important as the completion of the task itself.

The governing board was selected over other task groups for this study, for several reasons. Primary is that the governing board is the one task group existing in nearly every parish, therefore offering an excellent opportunity to generalize the results of this study beyond the subject group. Another reason is that whereas the writer leads other parish task groups only in an ex-officio capacity, he is elected and expected to assume the leadership role of the governing board. Studying his leadership role in a group where there is no question as to who is the formal leader removes some of the difficulties inherent in selecting some of the groups where his role is not so clear cut. Finally, the governing board provides the purest example of a task group available in the inventory of the writer's parish groups. Unlike other task groups which often approach their business more lighheartedly and with considerably more freedom to depart from the agenda, the subject governing board, as

seen in Chapters One and Two, has a "strictly business" concept of its time spent in session. Because there is little question as to the nature of this group, the writer was assured, for this study, a group which met the criteria for being truly task-centered.

It might be questioned as to why a control group was not utilized in this study. The writer believes that such an approach was unworkable for two reasons. First, it would be difficult, if not impossible, for the writer to competently model the two leadership styles needed for comparison analysis and control the important variables. Secondly, confined to using an *in vivo* task group for control, none could be found in the writer's parish with a makeup of personnel and stated purpose similar enough to the subject board to act as a control group. For these and other reasons, the writer elected to make his study non-parometric and more observational than statistical in nature.

1. The Subjects

The twenty-three participants of this study were members of the governing board of the First Church of the Nazarene in Portland, Oregon. They were not "volunteers" for this experiment, in the usual sense, but all being elected to board membership by congregational vote, were requested by the writer to participate for a period of six months. Every person expressed no hesitancy about participating, probably a testimony of their confidence in the writer and interest in his project.

The subjects represented a wide variety of ages, backgrounds and interest. Table I summarizes the data regarding the basic variables of age, sex, occupation, education and length of continuous membership on the board. The data regarding years of continuous board membership suggested the possibility that leadership emergence could still be observed, and with relatively new membership in terms of service time, the group would be more open than usual to the modeling influences of therapeutic task leadership. As noted in Chapter One, such did not turn out to be the case.

II. THE REQUESTED TASKS

After gaining the group's permission to conduct the study, all subjects were asked to respond to the same battery of tasks throughout the research period: (1) attendance at all six meetings during the project; (2) participation in all interpersonal exercises; (3) completion of two self-report inventories, the California Psychological Inventory and the Edwards Personality Inventory, Booklet IB; (4) completion of six identical sociometric exercises, one at the close of each session; (5) completion of six identical group evaluation scales, one at the close of each session; and (6) completion of two group progress evaluation scales, one at the close of the third session, and the second following the sixth session. Table 2 summarizes the members' response to these requests. A personal interview was also requested with each of four individuals for purposes of further clarifying their feelings about a particular aspect of the group experience.

TABLE I

MAKEUP OF THE GOVERNING BOARD FOR THE PROJECT

Subject	Sex	Age	Occupation	Education	Continuous Years on Board
JA	M	30	Construction	12th grade	0
AJ	M	30	Construction	12th grade	0
AP	M	49	Executive Food Company	A.B.	0
BK	F	35	Elementary Teacher	M.A.	0
BM	M	30	Elementary Principal	M.A.	1
KB	M	41	TV Personality	M.A.	1
CC	M	45	Executive Utility Co.	A.B.	1
DM	M	60	Sales Representative	B.S.	2
FC	F	28	Secondary Teacher	M.A.	0
HE	F	56	Elementary Teacher	M.A.	0
HC	M	54	Insurance Broker	12th grade	1
HA	M	35	Elementary Principal	M.A.	0
HM	M	28	Secondary Teacher	M.A.	4
HL	M	39	Secondary Teacher	M.A.	0
JR	M	41	Architect	M.A.	6
LF	M	50	Construction	9th grade	0
MT	M	39	Draftsman	12th grade	13
PM	M	31	Secondary Teacher	M.A.	0
PK	M	43	Technician	M.A.	10
RM	F	35	Secondary Principal	M.A.	0
SL	M	57	Freight Loader	10th grade	0
RH	M	52	Mortician	12th grade	7
TE	F	54	Secretary	A.B.	1

TABLE 2

MEMBER RESPONSE TO TASK REQUESTS

Partici-pants	Sessions Attended	Percentage of Attend.	Percentage of attend. of last 3 meetings	CPI	EPI	Socio-metric Exercises	Evaluations Completed	Inter-personal Exercises Completed	Progress Evaluation Completed
JA	6	100	100	yes	yes	6	6	6	2
AJ	6	100	100	yes	yes	6	6	6	2
AD	5	84	100	yes	yes	5	5	5	2
BK	5	84	67	yes	yes	3	5	5	2
BM	5	84	100	yes	yes	5	5	3 (late 2 times)	2
KB	6	100	100	yes	yes	4	5	5	2
CC	5	84	67	yes	yes	5	5	5	2
DM	4	67	67	yes	yes	3	3	2 (late 2 times)	2
FC	5	84	100	yes	yes	5	6	6	2
HE	6	100	100	yes	yes	4	6	6	2
HC	6	100	100	yes	yes	6	6	6	2
HA	6	100	100	yes	yes	4	4	6	2
HM	4	67	34	yes	yes	4	4	4	2
HL	5	84	100	yes	yes	5	5	5	2
JR	6	100	100	yes	yes	5	6	6	2
LF	4	67	67	yes	yes	3	4	4	2
MT	6	100	100	yes	yes	5	6	6	2
PM	5	84	100	yes	no	5	4	3 (late 2 times)	2
PK	5	84	100	yes	yes	5	5	5	2
RM	6	100	100	yes	yes	6	6	6	2
RH	6	100	100	yes	yes	6	6	6	2
ST	6	100	100	yes	yes	5	6	6	2
TE	5	84	67	yes	yes	4	4	4	2
Mean % of response:		89.43	89.95	100	99.04	85.12	85.51	88.09	100

A. Regular Attendance.

Regular attendance was requested because of the need to study the processes of the same aggregate of individuals over a period of several meetings. Without the consistent participation of all members in the experience, there would be little basis upon which to argue for the validity of any movement in group processes or change in climate observed.

B. Interpersonal Exercises.

The exercises were a means of (1) communicating the message that interpersonal sharing was an important part of the total experience of the meeting; (2) recognizing each individual and acknowledging the importance of his input to the total interpersonal process of the group; (3) facilitating a deeper level of conversation; (4) creating the condition whereby more withdrawn and shy members could speak under less inhibiting conditions than the larger group; (5) rearranging seating patterns for better distribution of conversation throughout the room during the meeting. A record of the sharing pairs was kept, with no two being assigned together more than once. Table 3 describes the exercises utilized.

Usually someone's response to the larger group, upon reassembling, would provide an occasion for the writer to verbally reflect on what was shared so as to draw the group into more sensitive awareness of what the person was communicating. An example is seen in the following excerpt from the conversation of the total group on December 10, after asking the twosomes to indicate a gift he or she would give to the other. (pg. 90).

TABLE 3

INTERPERSONAL EXERCISES

August 13:	Arranged the group into twos, calling each member into the relationship by name. Asked each person to look over the possessions he had with him and select one or two things that he would classify as meaningful to him telling the other person why it had special meaning. After four minutes I called the group together and asked if some would relate what they shared with their partner.
Sept. 10:	Arranged the group into twos. After calling their attention to the "back to school and work" theme which characterizes September, I asked each person to share with the other two things: (1) the best vacation they ever had and why: (2) knowing the other person, what sort of a vacation would they give that one, if they had the resources, and why. When the group reassembled, I asked some to (1) share their favorite vacation and (2) to share their reactions to the vacation given them.
October 8:	Distributed a sheet of paper and pencil to each person. Asked each person to draw a symbolic tree keeping in mind three things: (1) the type of tree that represents one's family, (2) the background behind the tree that represents one's dominant memories of his childhood, (3) the ground around the tree that represents one's spiritual formation. I gave them 2 minutes to draw, then arranged the group into twos, asking each person to explain his tree to the other. Reassembled the group, and asked some to share with the larger body what they described to their partner.
November 5:	Arranged the group into twos, calling each member into the relationship by name. Observed that we just recently experienced Halloween with all the childhood memories it tends to evoke. Asked each person to share to the other what Halloween meant to him or her as a child. Was there something special about it? Did an experience or joy or horror occur that they can still recall and relive? Gave each team five minutes, after which I asked the group if any wished to share their experience, or dialogue with the other.
December 10:	Arranged the group into twos. Emphasizing the Christmas theme; I asked each person to indicate what gift he or she would like to give to the other person and why. After 5 minutes, the group reassembled and I asked for some to volunteer to share what was said.
January 19:	Highlighting the experience of New Year's resolutions, I arranged the group into twos and asked each person to share with the other New Year's resolutions we have made, wished we would have made, or broken already. After 5 minutes, I reassembled the group and asked what was learned from the conversations.

CC: Several years ago several men from the church entered into a business fellowship arrangement that was tremendous fellowship. Well, some unfortunate things happened and the group broke up, and I was sharing with HC that if I could give him a gift, it would be the restoration of that fellowship which meant so much.

RA: Both of you would like to restore the quality of relationship you had several years ago, wouldn't you?

CC: Yes, very much so.

C. Self-Report Inventories.

One week prior to the first session of the study, and one week following it, all subjects completed two inventories. The first one requested was the California Psychological Inventory, which measures eighteen standard scores, providing a comprehensive profile of an individual from a social interaction point of view. [1] This ad-hoc inventory, according to Gough, is constructed for use with "normal" subjects and finds its greatest utility with a clientele consisting of socially functioning individuals: "Its (CPI) scales are addressed principally to personality characteristics important for social living and social interaction." [2] The California Psychological Inventory was used in this study to elicit the following kinds of supplementary information

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[1] Harrison Gough, California Psychological Inventory Manual, Palo Alto, Consulting Psychologists Press, 1957, pg. 5. The literature reveals that the CPI has a generally favorable, though occasionally negative, and often qualified clinical reputation. Though subject to some rather critical question, reliabilities of the scales were determined by the test-retest method; validity, while somewhat exaggerated by Gough, was concluded by Kleinmuntz to be adequate. Benjamin Kleinmuntz, Personality Measurement: An Introduction, Homewood, Illinois: The Dorsey Press, 1967, pg. 239.

[2] Ibid.,pg. 19.

about the participants: (1) identification of the low self-esteemed in the group; (2) common profile traits of identified leaders (3) profile traits distinguishing task-oriented from interaction-oriented leaders; (4) profile traits common to certain vocational groups on the board, as compared with other groups; (5) insight into a subject whose interactional behavior becomes of special interest to the writer. For example, if a person who was withdrawn from the group discussion scored significantly low on DO (dominance) the writer would have an added tool for understanding the reason for the particular subject's behavior in group situations. The results will be discussed in Chapter Four.

Although he expresses some other reservations about the test, Cronbach describes its technical development as being of "a high order."[3] Kelly, after an extensive review concludes:

> All in all. . .the CPI in the reviewer's opinion, is one of the best, if not the best, available instruments of its kind. It was developed on the basis of a series of empirical studies and the evidence for the validity of its several scales is extensive.[4]

In the Edwards Personality Inventory, designed to measure self-perception along 18 dimensions, the forced-choice item format and Murray need structure characterizing the earlier Personal Preference Schedule were rejected and the social desirability response set addressed

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[3]Lee Cronbach, "Review of the California Psychological Inventory," In Oscar K. Buros, (Ed.) The Fifth Mental Measurements Yearbook, Highland Park, New Jersey: Gryphon Press, 1959, pg. 97.

[4]Lowell Kelly, "Review of the California Psychological Inventory," In Oscar K. Buros, The Sixth Mental Measurements Yearbook, Highland Park, New Jersey: Gryphon Press, 1965, pg. 169.

in another way. To do this, Edwards focused primarily on items of relatively neutral desirability, and changed the self-report technique to a projective-oriented maximum performance one. Some 5,000 descriptive statements were accumulated, which after refinement, produced a 2,824 item pool to develop 52 of the 53 scales included in the E.P.I.

The E.P.I. was used in this study to provide confirmational data to the California Psychological Inventory. [6] The correlation data between the C.P.I. and E.P.I. assembled by Edwards and Abbot, [7] shown in Table 4, suggest that if the names assigned to the scales are reasonably accurate descriptions of the traits being measured by the scales, the signs of the correlation coefficients are in a consistent direction.

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[5]Allen Edwards, Edwards Personality Inventory Manual, Palo Alto, Consulting Psychologist's Press Inc., pg. 17. No validity figures are offered in the Manual, neither are test-retest reliability statistics given. Reliability coefficients, based on an internal analysis of homogeneity, average in the high eighties. Edwards himself admits that the test is so new that its present value is mainly for research.

[6](Representative of those who visualize real possibilities in E.P.I. is) Benjamin Kleinmuntz, "Review of the Edwards Personality Inventory," Oscar K. Buros, Seventh Mental Measurements Yearbook, Vol. I, Highland Park, New Jersey: Gryphon Press, 1972, pg. 156. Although short on validation data, sufficient creedance has been given by some to the instrument to merit using it in this manner.

[7]Allen Edwards and Robert Abbot, "Relationships between the E.P.I. Scales and the 16 PF, CPI and EPPS Scales," Educational and Psychological Measurement, 33, 1973, pg. 237.

TABLE 4

EPI SCALES HAVING THE HIGHEST CORRELATION WITH A CPI SCALE

CPI Scale	EPI Scale	Correlation
Dominance	Is a Leader	.76
Capacity for Status	Shy	- .47
Communality	Cooperative	.43
Sociability	Shy	- .74
Social Presence	Shy	- .59
Self-Acceptance	Shy	- .65
Sense of Well-Being	Feels Misunderstood	- .46
Responsibility	Self-Critical	- .34
Socialization	Conforms	.50
Self-Control	Enjoys being the Center of Attention	- .49
Tolerance	Worries About Making a Good Impression on Others	- .55
Good Impression	Virtuous	.59
Flexibility	Plans and Organizes Things	- .59
Achievement via Conformance	Plans Work Efficiently	.53
Achievement via Independence	Anxious About his Performance	- .39
Intellectual Efficiency	Feels Misunderstood	- .44
Psychological-Mindedness	Self-Critical	- .42
Femininity	Conceals his Feelings	- .32

It is the writer's opinion that the inventories served a limited but useful role in providing supplementary information for his analysis in Chapter Four. It served as a caution against becoming excessively idiographic and provided some general units of description which assisted the writer in discovering and clarifying some common patterns of behavior.

D. Assessment of Low Self-Esteemed and Interpersonally Fearful.

The SA and WB scales of the C.P.I. were combined with the "self-confident" categories of the E.P.I. and Anderson Evaluation to determine those low in self-esteem. Any person both falling below one standard deviation from the mean on the C.P.I. and E.P.I. scales and checking a "2" or "1" for the first three sessions on the Anderson "self-confidence" category, was placed on the list of "low self-esteemed" for special evaluation.

E. Sociometric Exercises.

At the close of each session, all members were asked to fill out the sociometric form shown in Table 5. These forms were analyzed in the attempt to identify group leadership and determine the comparative influence of task and interaction oriented leadership upon group decisions and member satisfaction. A "no choice" option was also offered, so as to not create a forced-choice and contaminate the results. The sociometric exercise served a very useful purpose in identifying the group leadership, both task and interaction-oriented. In fact, in terms of leadership identification, the data extracted was remarkably similar to that provided by the observers. The data was also

helpful in determining the progressive nature of comparative member reaction to task and interaction oriented leaders. [8]

The sociometric data, found in Appendix B, clearly identified six group leaders including the writer. Four were labeled leaders from the beginning of the project on through the end. Two were identified as emerging from the fourth through sixth sessions. The data also suggested that as time progressed, the influence of interaction-oriented leadership became increasingly stronger in relationship to task-oriented leadership.

F. Evaluation Forms.

In addition to the sociometric exercise, each individual was asked to complete at the close of each session the Anderson Evaluation Form, [9] with an additional category called "self-confidence" designed by the writer. The Form is a check-list constructed with Likert-type numerical weightings to give the respondant a more varied response choice. It was used to give the writer a general picture of member reaction to several dimensions of group climate during this study. The Anderson Evaluation, found in Table 6, produced some very helpful information.

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[8] Jacob Moreno, Who Shall Survive? Foundations of Sociometry Group Psychotherapy and Sociodrama. Beacon, New York: Beacon House, 1953, pg. 16. The value of the sociometric test, according to Moreno is two fold. On the one hand, it determines the feelings of individuals towards each other in respect to the same definite criterion. Secondly, the subjects themselves are taken into partnership, and given the opportunity to become so involved in the test, "that they transfer to the testor their spontaneous attitudes, thoughts, and motivations in respect to the individuals concerned in the same criterion."

[9] Developed by Phillip Anderson, Church Meetings That Matter, pp. 50-52.

TABLE 5

LEADERSHIP EVALUATION

Name _____ August 3, 1973

As part of Alan Rodda's doctoral project, would you answer the following questions? Your candor will be most helpful in supplying useful data. The confidentiality of your answers is assumed throughout.

Question I

Which member(s) of the group would you say stood out most definitely as leader(s) this evening? _____
If no choice check here_____

Question II

Which person(s) were most effective in helping you to think through your positions and vote on the items of this evening's business?_____If no choice, check here_____

Question III

Which individual(s) tried the most to understand and accept your feelings, and make you feel that your contribution to the group was important?_____If no choice, check here _____

Question IV

If the individual you selected in Question II was different than the one selected in Question III, which one of the two was more important to the effectiveness of the meeting? Please check the appropriate line. The one selected in Question II_____
Question III_____Both were equally effective_____

The Anderson Evaluation of Meeting to Meeting Change form was also modified to be used as an indice of subject response to the change noted, from session one to three, and session four through six, along the same dimensions. A sample of this form and the instructions accompanying this form is seen in Appendix C (pg. 209).

TABLE 6

YOUR EVALUATION OF THIS EVENING'S MEETING

Would you candidly evaluate your feelings about this meeting in each of the categories listed below? Check the number on the rating scale that corresponds to your evaluation of the meeting in each category. For example, if you feel that responsible participation was lacking, check 1; if you feel that responsible participation was present, check 7; if you feel that the responsible participation of the group was somewhere in between, check an appropriate number on the scale.

A. RESPONSIBLE PARTICIPATION was lacking. We served our own needs. We watched from outside the group. We were "grinding our own axes."	1 2 3 4 5 6 7	A. RESPONSIBLE PARTICIPATION was present. We were sensitive to the needs of our group. Everyone was "on the inside" participating.
B. LEADERSHIP was dominated by one or more persons.	1 2 3 4 5 6 7	B. LEADERSHIP was shared among the members according to their abilities and insights.
C. COMMUNICATION OF IDEAS was poor, we did not listen. We did not understand. Ideas were ignored.	1 2 3 4 5 6 7	C. COMMUNICATION OF IDEAS was good. We listened and understood one another's ideas. Ideas were vigorously presented and acknowledged.
D. COMMUNICATION OF FEELINGS was poor. We did not listen and did not understand feelings. No one cared about feelings.	1 2 3 4 5 6 7	D. COMMUNICATION OF FEELINGS was good. We listened and understood and recognized feelings. Feelings were shared and accepted.

TABLE 6 (Cont'd)

E. AUTHENTICITY was missing. We were being phony and acting parts. We were hiding our real selves.	1 2 3 4 5 6 7	E. AUTHENTICITY was present. We were revealing our honest selves. We were engaged in authentic self-revelation.
F. ACCEPTANCE OF PERSONS was missing. Persons were rejected, ignored, or criticized.	1 2 3 4 5 6 7	F. ACCEPTANCE OF PERSONS was an active part of our give-and-take. We "received one another in Christ," recognizing and respecting the uniqueness of each person.
G. FREEDOM OF PERSONS was stifled. Conformity was explicitly or implicitly fostered. Persons were not free to express their individuality. They were manipulated.	1 2 3 4 5 6 7	G. FREEDOM OF PERSONS was enhanced and encouraged. The creativity and individuality of persons was respected.
H. CLIMATE OF RELATIONSHIP was one of hostility or suspicion or politeness or fear or anxiety or superficiality.	1 2 3 4 5 6 7	H. CLIMATE OF RELATIONSHIP was one of mutual trust in which evidence of love for one another was apparent. The atmosphere was friendly and relaxed.

TABLE 6 (Cont'd)

I. PRODUCTIVITY was low. We were proud, fat and happy, just coasting along. Our meeting was irrelevant; there was no apparent agreement.	1 2 3 4 5 6 7	I. PRODUCTIVITY was high. We were digging hard and were earnestly at work on a task. We created and achieved something.
J. SELF-CONFIDENCE over what I shared was low. Because of the lack of care I sensed in the group, I was fearful of how others would respond to me.	1 2 3 4 5 6 7	J. SELF-CONFIDENCE over what I shared was high. Because of the care of the group for one another was high, I felt free to express myself without fear.

G. Personal Interviews.

There were some instances in which the writer was sufficiently in question about the response of a particular individual and he requested and got a personal interview with him (her) for clarification. This occurred four times, each with different individuals, through the course of the research period. In only one of the four interviews was the content of the response different than the writer had expected. In that one case, the input given contributed significantly to his understanding of where that person was in relationship to the group. In this particular instance, the writer had observed that one individual who appeared comfortable and fluent in his social interactions for four sessions indicated, on his sociogram and group evaluation forms, that he felt no affirmation or acceptance from anyone in the group during the meeting. Out of the writer's inquiries came a deep sharing of feelings of inadequacy, in which the easy conversational style was a cover for the problem. The writer encouraged this individual to share his feelings with one other person in the group that week, which he did. During the fifth session, he shared with the entire group his conversation with the writer and his other confidant. Both he and the group were visibly moved by his sharing. Anderson Evaluation forms of the last two sessions and the Overall Evaluation were marked high in every category, and his sociometric forms revealed his awareness of receiving significant support from the group.

III. METHODOLOGY OF GROUP PROCESS ANALYSIS

In addition to the requested tasks, the group processes of the six sessions were observed and analyzed by the following means in an attempt to secure as much objectivity as possible, and to provide a cross-check to the writer's observations.

A. Recorded Transcripts.

Each meeting was tape-recorded in its entirety and transcribed into typewritten form. These transcripts were extensively and repeatedly read by the writer, and will be referred to in the next two chapters. The transcript of the January 19 session is contained in its entirety in Appendix J (pg. 236).

B. Bale's Interaction Process Analysis.

To analyze the more formal interpersonal processes of the board meetings, the Interaction Process Analysis was used. The method, developed by Bales in 1950, consists essentially in the scoring of interaction by placing each "act" of interaction into one of twelve mutually exclusive "interaction categories."

The heart of Bale's method consists in classifying interaction behavior act by act as it occurs in the group. [10]

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[10] "The unit (act) to be scored is the smallest discriminable segment of verbal, or non-verbal behavior to which the observer, using the present set of categories..., can assign a classification under conditions of continuous serial scoring." Robert Bales, Interaction Process Analysis, pg. 37.

He assumes that all the behavior that goes on in a group can be viewed as a sequence of statement and response, coupled with positive and negative emotional reactions to these statements and responses. Movement occurs, in Bale's view, by an equilibrium process:

> . . .by a repetitive series of cycles, each of which consists of (1) an initial disturbance of the system (precipitated by the introduction of a new idea, or opinion, or suggestion into the group), followed by (2) a dwindling series of feedbacks and corrections - the disturbance is terminated, equilibrated, or assimilated by other parts or members of the system. [11]

Bales observed that a discussion usually started out in the task areas of questions (C), then moved to the task area of attempted answers (B) and the cycle would often be completed with some expression in the social-emotional areas; either positive (A) or negative (D). Sometimes the sequence would flow from B to C, followed by A or D. Categories A and D included not only speech, but non-verbal interaction, such as facial expressions, gestures, bodily attitudes, asides and other emotional signs, nonfocal or directed towards other individuals.

Bales designs his Analysis into twelve interaction categories, set up as follows: There are three types of questions -

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[11] Robert Bales, "The Equilibrium Problem in Small Groups," in Talcott Parsons, Robert Bales, and Edward Shils, Working Papers in the Theory of Action, pg. 117.

asks for orientation (7), asks for opinion (8), and asks for suggestion (9). Corresponding to these three types of questions are three types of answers: gives orientation (6), gives opinion (5), and gives suggestion (4). These questions and these answers are task-completing attempts and they often call forth an emotional reaction. Negative emotional reactions include: disagrees (10), shows tension (11), and shows antagonism (12). On the positive side the corresponding emotional reactions include: agrees (3), shows tension release (2), and shows solidarity (1). These terms and phrases are only catch phrases designed to be concretely descriptive of the theoretical content of the categories. There are extended definitions of each of the categories in Bale's book.[12] His chart of interactional categories is found in Appendix G, (pg. 225).

Special use is made of eight of the categories in this research project. The writer believes that behavioral acts, which fall in the categories, as defined by Bales, of "gives suggestion" (4), "gives orientation" (6), "asks for orientation" (7), and "asks for suggestion" (9), point to more task-oriented behavior from a person. On the other hand, those acts which fall in the categories of "shows solidarity" (1), "shows tension release" (2),

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[12] Ibid., pp. 177-195.

"gives opinion and expresses feeling" (5), and "asks for opinion and expression of feeling" (8), indicate more therapeutic types of behaviors. These categories are used in an equation to determine whether an individual is more task or therapeutically oriented, and what direction he moves as the sessions progress. Since Bales utilizes a similar plan in some of his analyses,[13] it is the writer's belief that while he is altering the specifics of the categories somewhat differently, he is not violating the basic consistency of Bales thought.

Two individuals, Ray Leach and Byrdie Vandervort, non-board members with Masters degrees in a phase of clinical work, were recruited and trained as interaction recorders. Having utilized the system several times, the writer assumed the role of trainer. Six one-hour training sessions and three practice scorings of other group meetings constituted the preparation of the recorders.

The interaction recorders were not only trained in the methodology of recording the interactions, but also in the point of view to be assumed during the recording process, as described by Bales.[14] They sat at opposite ends of the room so as not to contaminate results. The content of their work the writer evaluates as very good, with the highest accuracy and consistency in recording occurring from session two on. Although their inter-observer

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[13] Ibid., pp. 141-145. Here Bales puts particular categories of his analysis together into a formula to arrive at certain indices, such as "Difficulty of Control."

[14] Ibid., pp. 1-29.

reliabilities were excellent the first session, both reported some difficulty in recording the processes of a large group and spent considerable time between sessions one and two training in the adjustments needed for greater accuracy. The higher reliability coefficients from the second session on are testimony to their success in readjusting.

It will be noted that observer No. 1 consistently made more observations. An analysis of their recording charts suggests to the writer that observer 1 was picking up more non-verbal acts than observer 2, thus accounting for the higher number of behavioral acts recorded. The interobserver reliability coefficients are found in Appendix I (pg. 230).

The data gathered from the Interaction Analysis was used in three ways: (1) to evaluate for each session the flow and distribution of conversation. It was expected that this analysis would reveal more members participating in the group conversation with both task and therapeutically-oriented behaviors. Furthermore, a broader flow of conversation towards an increasing number of members would be evidenced; (2) to determine the shift, if any, which occurred in the nature of the interaction over the six sessions with special attention given to the comparative percentage of therapeutic to task oriented behaviors over time; (3) to identify the nature of the interaction of the identified leaders over the

course of the project, relating the observed results to the group climate.

Interaction effectiveness, according to Bales, is reflected among groups who show solidarity, raise other's esteem, give help and reward, show tension release and show satisfaction with the group experience. Interaction ineffectiveness, on the other hand, is characterized by disagreement, rejection, withholding help, withdrawing, showing antagonism, deflating other's esteem, acting defensive or unduly self-assertive. Bales views disagreement as passive rejection, leaving no place for an authentic display of differences (an interactional process the writer earlier described as being therapeutic). The writer thus instructed the observers to classify what they perceived as authentic disagreement under category 3, distinguishing it with an X. This would leave the rejection-orientation Bales has established for category 12 intact, but still give an index of healthy disagreement behavior. In the following tables, category 3x will record those interactive acts perceived to exhibit authentic differences which members revealed, without appearing to engage in rejection behavior.

The Bales Analysis proved to be very valuable to the writer's inquiry. Its molecular-additive approach lent to concise definition, reproductability and statistical treatment. Agreement between independent raters was easily measured. The bases for judgment were relatively clear and communicable. The

Analysis also served as a guard against excessively subjective judgments, as noted by the inter-observer reliability coefficient.

If there is a weakness to the Analysis, it would be that Bales is more effective in conceptualizing group processes in terms of problem-solving sequences than in terms of covert affective issues. This is understandable, however, for an additive process would be unworkable here; successive units of affective behavior cannot be regarded as equivalent. Some affective behaviors are more important than others in providing clues to the nature of the interactions. This limitation did, however, occasionally make it difficult for certain interactions to be categorized in Bale's structure. Nevertheless, the method overall provided the writer with excellent data for the study.

C. Outside Observers.

At the request of the writer's Committee Chairman, a clinical psychologist from the community, Dr. Frank Strange, observed the sessions. He was requested to focus his observation and report on three particular areas: (1) the ability of the writer to function as participant-observer in this study; (2) the writer's style of leadership, or more particularly, (a) how he facilitated or impeded interpersonal sharing, and (b) what impact his leadership modelling had upon other identified leaders, and the group as a whole; (3) what overall group changes, if any, did he observe over time.

Excerpts from his report will be inserted at appropriate points and in Appendix E, (pg. 217) in its entirety.

In addition, the writer's Chairman, Dr. Robert Leslie, sat in on the final session, noting his observations. Excerpts of these are included in this chapter and in Appendix F, (pg. 222), in their entirety.

The question might be asked, "what impact did the presence of outside observers have upon the interpersonal processes of this group?" It was the opinion of Dr. Strange and the Bales' recorders that the effect was minimal.[15] For one thing, the placement of the group was such that the observers were visible to the direct gaze of only four board members. Secondly and more importantly, the intensity of the group's interaction combined with the quietness with which the observers worked to produce a very minimal distraction. The following excerpt, occurring during the third session, illustrates a response to the observers:

JR:	I wish Mr. Leach were here, he could clarify this point for us.
Mr. Leach:	(one of the observers) I am here.
Group:	(laughter)
JR:	You people are working so quietly, I had forgotten you were here.

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[15] Frank Strange: "I was amazed at the lack of disruption my presence as an outsider caused."

Ray Leach: "I was surprised that the group adjusted as well as it did to our presence in the room. I noticed little distraction, especially from the second session on, by our activity."

Byrdie Vandervort: "We were positioned for our recording responsibilities in such a way that the effect of our activity upon the group was nil."

IV. QUESTIONS ADDRESSED THROUGH THE METHODOLOGY

In this study the writer asks the question, "What changes are observed in the process of the subject task group and what relationships do any changes have to the writer's modeling of therapeutic task leadership?" In order to answer that question as fully as possible, it is thought necessary to determine the following:

1. The nature of the writer's leadership, as behaviorially observed and analyzed. Is he perceived as a task, or interaction-oriented leader? Does he facilitate or impede interpersonal openness and sharing in the exercise of his role? If so, how does his leadership influence perceived changes in group climate?

2. Leader response to the writer's therapeutic task group leadership. How, if at all, does the style of leadership change in the group? Do leaders emerge who give equal attention to feelings as well as business? What is their impact upon the group climate? Do any of the task-oriented leaders become more therapeutic? If not, why? If there is a change in leadership behavior, is the writer's modeling a principle factor in motivating the change?

3. The changes which occur, if any, in group interaction and climate. What interactional patterns, if any, increase or are introduced into the group which were not observable at the beginning? Which interactional patterns diminish or cease? What differences, if any, are noted in the group climate by group members over the six

sessions? What impact, if any, does this have upon individual change in self-esteem and satisfaction with the group experience?

4. The comparative efficiency with which the task is completed throughout the sessions. What impact does the change in leadership style and group process, if any, have upon task output, productivity (the degree of tension and ease in arriving at a decision), and the clarity of decisions reached on negative-emotion topics?

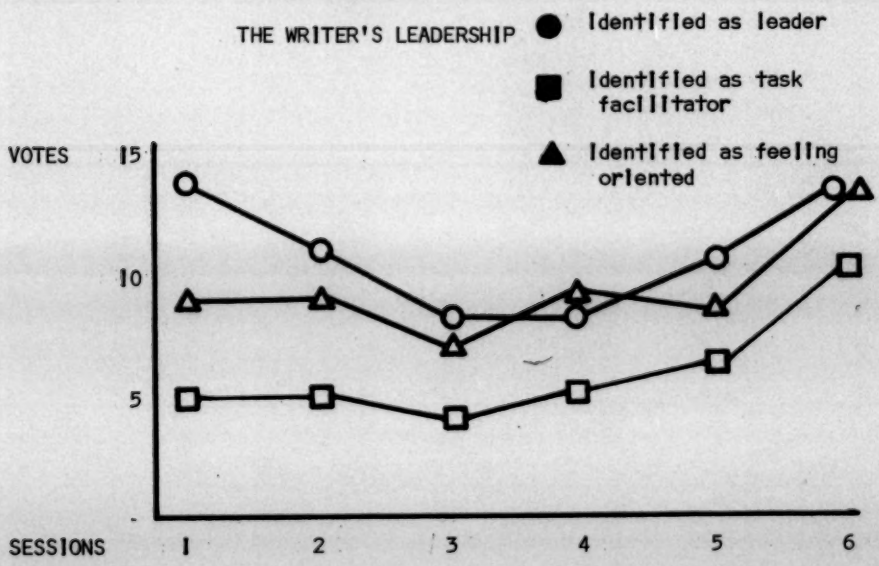
V. RESULTS

A. The Nature of the Writer's Leadership.

Figure I reflects the results of the sociometric data as it bears upon group perception of the writer's leadership. According to the data, the writer is one of six individuals identified as a group leader throughout the sessions. Furthermore, the data suggests that (1) in the earlier sessions he is recognized more for his sensitivity to feelings than for his task facilitation; and (2) as he continues to be perceived as placing more emphasis upon feelings than the task in those sessions, his rating as leader also decreases. By the fourth session however, the data indicates (3) that the writer's status as both task and feeling facilitator increases, as well as overall leadership. He attributes this to broadening member agreement, after initial confusion and dissatisfaction, that attention to feelings do not decrease his ability to also function as a task facilitating leader. The Bales Analysis (See page 139) indicates

that the writer's task and therapy oriented behavior does not change that much from session to session. This further suggests that as the group becomes more adjusted to and satisfied with his style, they begin to identify both task and feelings as important functions of his leadership for their group. Furthermore, the data suggests that the writer's leadership is the primary influence in the change towards interpersonal openness. There are indications from both the observers and Bales Analysis that his role plays a primary part in effecting the change noted in the Anderson Evaluation sheets.

FIGURE I



Robert Leslie concludes the following about the writer's leadership, as the result of his observation during session six:

1. His leadership provides a clear structure for interaction.
2. Almost every contribution is acknowledged by being responded to.
3. Sharing is modeled by the leader.
4. Verbalization of uncomfortable feelings was encouraged.
5. Confrontation of unpleasant facts was modeled. [16]

Frank Strange makes these observations about the writer's role in facilitating change:

> I felt you functioned extremely well as a leader to help feedback to the people, and they were forced to learn. I don't think I felt any great breakthrough as a result of your feedback, though I observed movement in the making toward the end of the project. The last session particularly was beautiful. I think I felt it more in the feeling tone, than say in the recorded behavior; but I felt it was there. There really was an openness and empathy and it was drawn from seeing you as a model. [17]

B. Other Leader's Responses.

Five leaders, besides the writer, are identified and described through the sociometric data. Leaders identified throughout the experience are as follows:

CC is perceived primarily as a task oriented leader, though he is also recognized as sensitive to some affective expressions of individuals. His style remains relatively unchanged throughout the sessions (he was absent January 19). His leadership, in the judgment of the group, is more conditioned upon the manifestation of task than feeling-oriented behaviors. CC's task orientation is also

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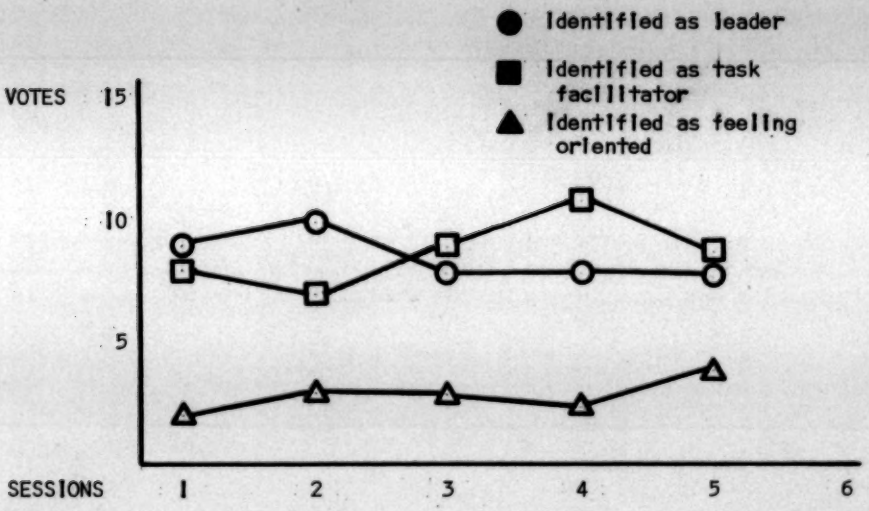
[16] Personal Letter

[17] Taped Personal Conversation

FIGURE 2

LEADER I - CC



revealed by calculating the relative percentage of task and therapeutically-oriented leadership acts. Using the Bales data, the percentages are arrived at by the following formula (the means of the two Bales recorder's figures are used):

$$\frac{\text{Total Therapeutic Acts of Individual } (1 + 2 + 5 + 8)}{\text{Total Task and Therapeutic Acts of Group } (1 + 2 + 4 + 5 + 6 + 7 + 8 + 9)} = \text{Percentage of Total Therapeutic Acts over one session by Individual}$$

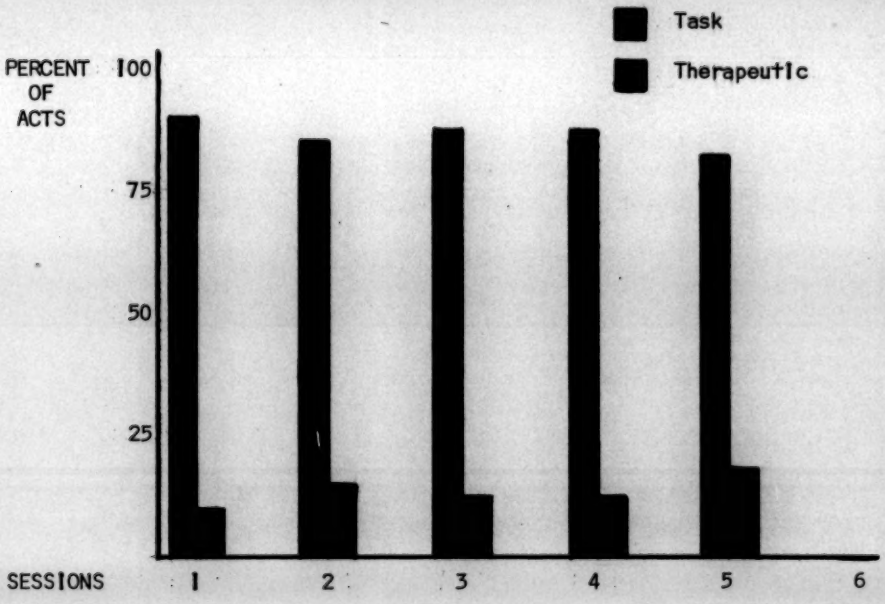
$$\frac{\text{Total Task Acts of Individual } (4 + 6 + 7 + 9)}{\text{Total Task and Therapeutic Acts of Group } (1 + 2 + 4 + 5 + 6 + 7 + 8 + 9)} = \text{Percentage of Total Task Acts over one session by Individual}$$

It should be kept in mind, however, that the writer views this distinction as meaningful, but somewhat artificial. He recognizes that most tasks have therapeutic dimensions, and vice versa. Keeping in mind the possible artificialities in distinction, it still remains, in the view of the writer, a reasonably accurate means by which to distinguish task from therapeutic orientations.

Viewed in this way, CC's leadership acts are graphed as follows:

FIGURE 3

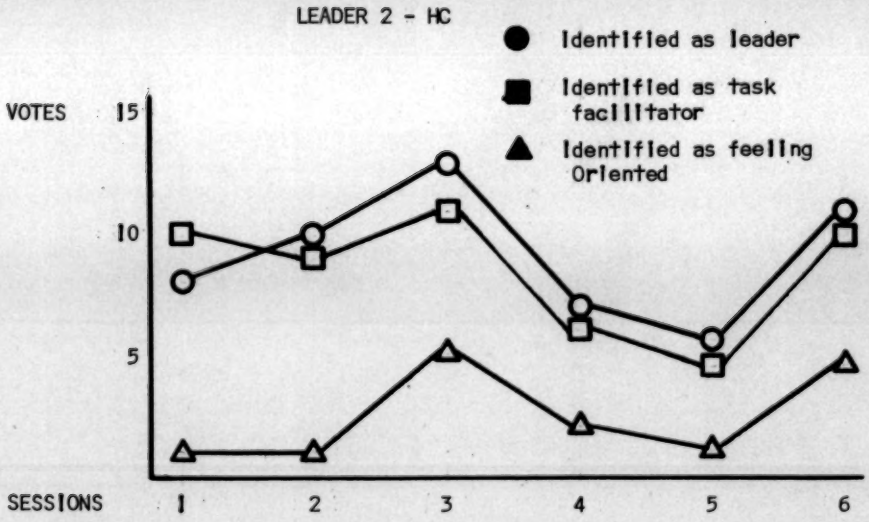
CC'S LEADERSHIP ACTS



Although the upward swing of therapeutic acts in session five might have continued into the next session, had CC been present, the writer must utilize only the existing data, which reveals a basically task-oriented leader, with a minimal repertoire of therapeutic behaviors just enough to adequately be effective in facilitating the task.

HC is identified clearly as a task-oriented leader, as seen in Figure 4.

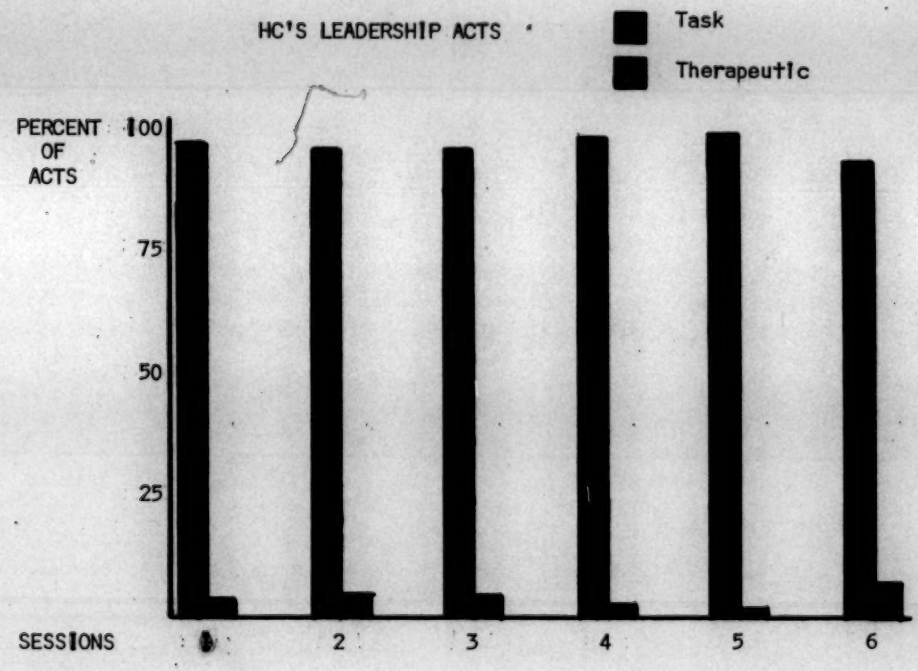
FIGURE 4



It is interesting to note that his increase or decrease as an identified leader is related to the degree to which he reveals an awareness of feelings expressed in the group. It is also pertinent to note that though he receives a high number of votes in session three as a therapeutic leader, the Bales data does not indicate a corresponding rise in percentage of therapeutic acts.

FIGURE 5

HC'S LEADERSHIP ACTS

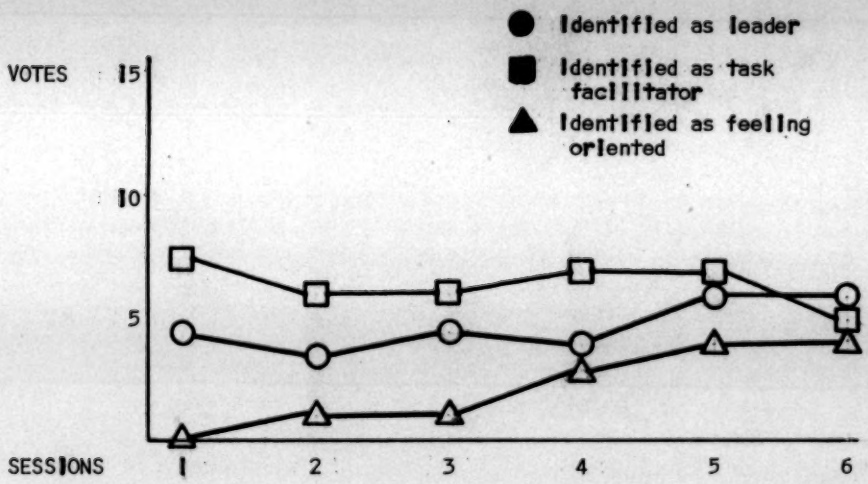


The writer would attribute this to the higher frustration level of the group during that particular session, during which HC reacted against certain therapeutic acts of the writer and thus symbolized to the frustrated members a sensitivity for their discomfort. The fact that those voting for HC as a therapeutic leader during session three also exhibited a higher degree of task-oriented behavior lends confirmation to the writer's conclusion.

The third identified leader, JR, undergoes a slight but noteworthy transition in behavior and group evaluation, as seen in Figure 6.

FIGURE 6

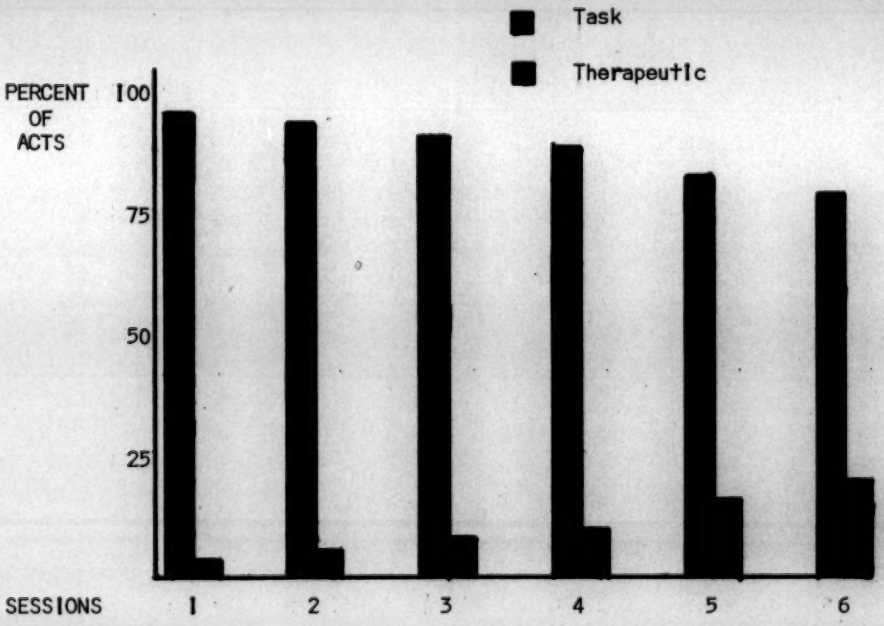
LEADER 3 - JR



The data suggests first that JR is also perceived as task-oriented in the first phases of the project, but in the later sessions becomes somewhat identified as a leader in feeling-oriented matters as well. Secondly, as the group comes to recognize both feeling and task functions as being important to effective group functioning, JR's leadership status rises in the group. The percentage of therapeutic acts JR manifests over the sessions also increases, as seen in Figure 7.

FIGURE 7

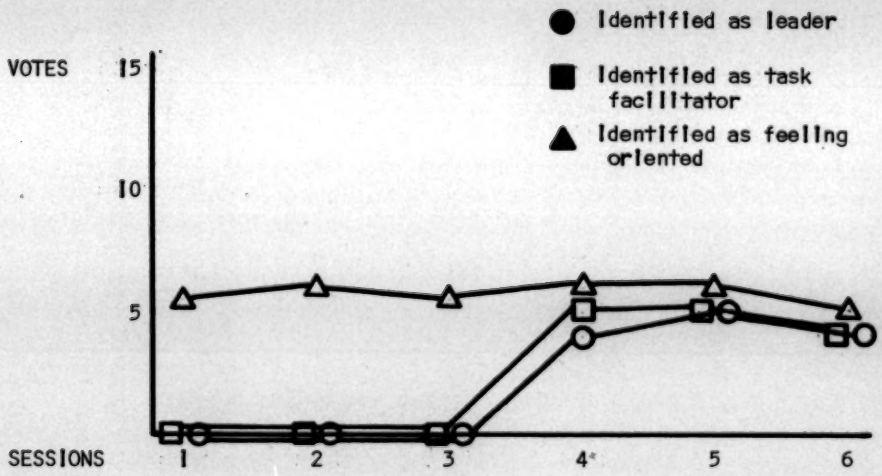
JR'S LEADERSHIP ACTS



As the sessions progress, two emerging leaders are identified, BM and HA. Figure 8 reveals the sociometric data gathered regarding BM's leadership.

FIGURE 8

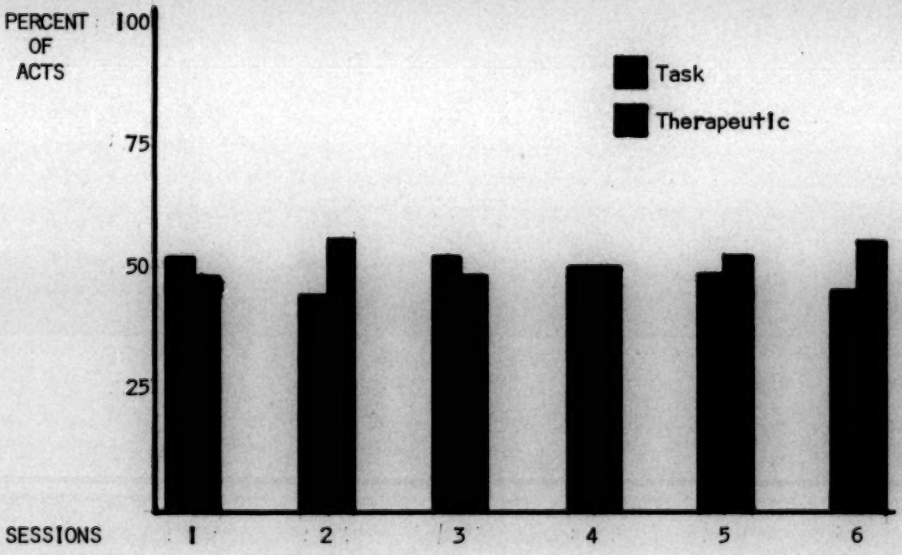
LEADER 4 - BM



BM is consistently viewed as being supportive of feelings, but these are not related by the group at first to leadership. With the continuing emphasis, however, upon the importance of feelings, BM's leadership status rises until he is not only identified as a therapeutically-oriented leader, but perceived as making a contribution to the facilitation of the task as well. A comparative view of BM's leadership acts is seen through Figure 9.

FIGURE 9

BM'S LEADERSHIP ACTS

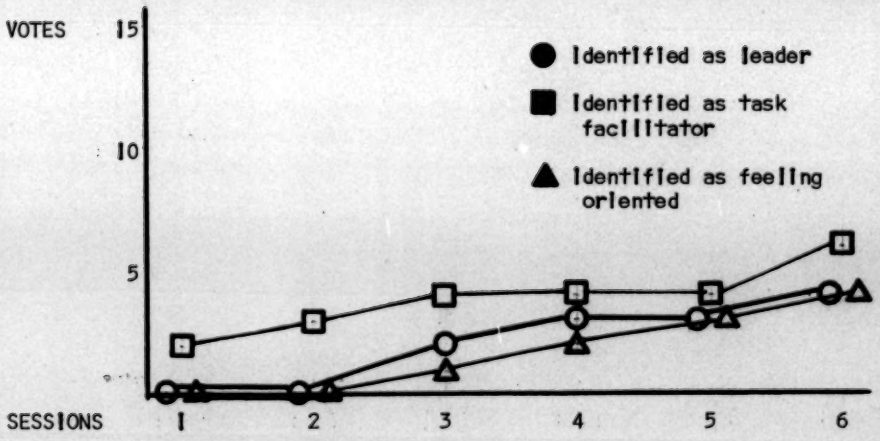


It can be seen that the occurence of BM's task over against therapeutic acts remains fairly constant over the six sessions. Again, the writer believes that what changes is the group's perception of what constitutes effective leadership, and its eventual recognition that BM fits the new criteria.

The other emerging leader identified is HA. Figure 10 describes the data gathered regarding his group leadership.

FIGURE 10

LEADER 5 - HA

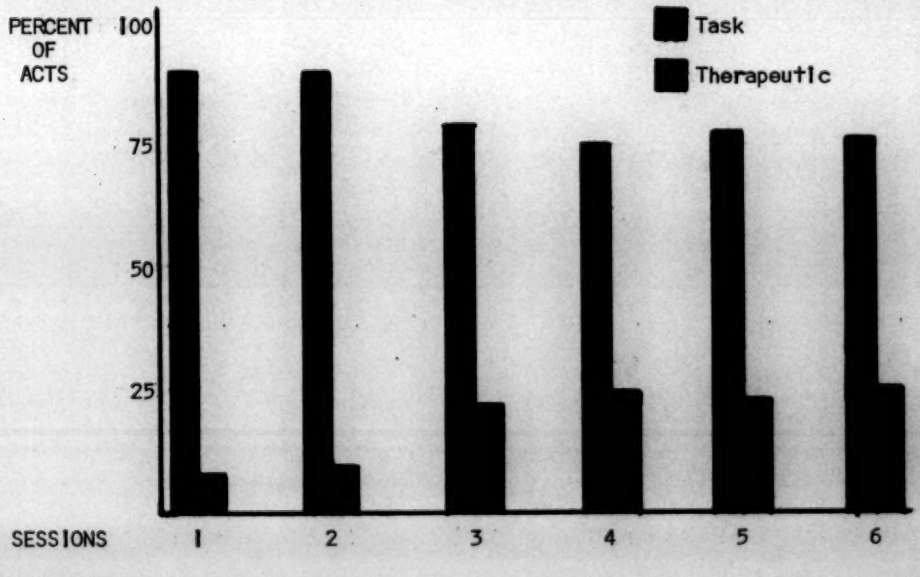


Unlike BM, HA's leadership is identified at first as task oriented, but as he begins to facilitate the expression of feelings, he becomes identified as a leader in both task and feeling matters.

The comparative percentage of HA's leadership acts reveals the pattern seen in Figure 11.

FIGURE 11

HA'S LEADERSHIP ACTS



The writer believes that there is a strong relationship between the increase in percentage of therapeutic acts and the rising status of HA as a leader in the group in the later sessions. The nature of this relationship will be discussed in Chapter Four.

C. Impact of the Writer Upon the Group, Including Identified Leaders.

These findings seem to indicate that the writer's modeling of therapeutic task leadership style has mixed results. On the one hand, his style is instrumental in effecting positive changes in the group climate. It also seems to facilitate the emergence of two other interaction-oriented leaders who make an impact on the group climate. Too, the writer believes he has an influence in facilitating a change in JR's leadership style, towards the more therapeutic in emphasis. This probably would not have happened if the writer's modeling had not encouraged him to give more attention to feelings.

On the other hand, the writer appears to have little impact upon the leadership styles of the two other leaders identified as having the greatest influence on group decisions. There is some upward trend towards feeling awareness in their leadership acts, but not of such significant portions to indicate a major change in style. We're dealing here, the writer believes, with strong adult leaders who have in their professional life developed habitual styles of facilitating tasks. One could not expect to see a dramatic change occur over six months in these men whose ingrained style seemed effective in other areas of their lives.

It appears, then, that the writer's leadership modeling facilitated more significant changes among nonleaders towards concern with interpersonal sharing, than it did with these more influential group leaders. However, though the influential group leaders exerted more influence on the shape of the task decision, the

writer's leadership, added to that of the less influential, but more interaction-oriented leaders, had sufficient impact to effect more of an overall change in group climate. The expectation that therapeutically-oriented leaders would be more influential in shaping the group's decisions was not upheld. The change effected was more in group climate than in the nature of its decisions.

D. Changes in Group Interaction and Climate.

An overall measure of member opinion about the group experience from session to session was obtained by computing and plotting the means of each of the ten Anderson categories. They are as follows:

FIGURE 12

RESPONSIBLE PARTICIPATION (Category A)

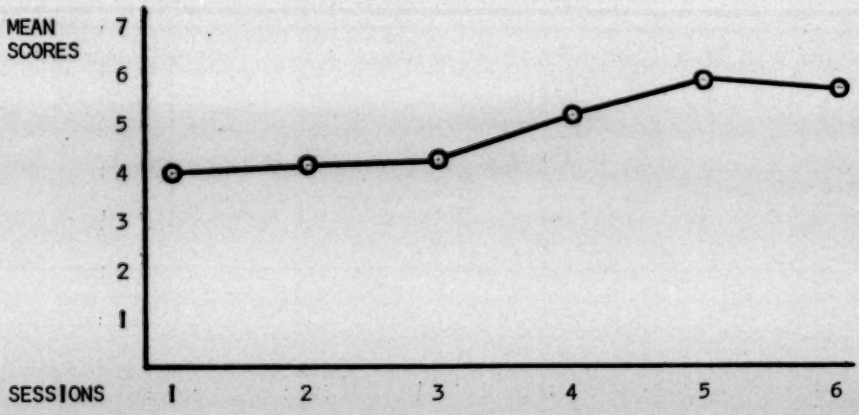


FIGURE 13

LEADERSHIP (Category B)

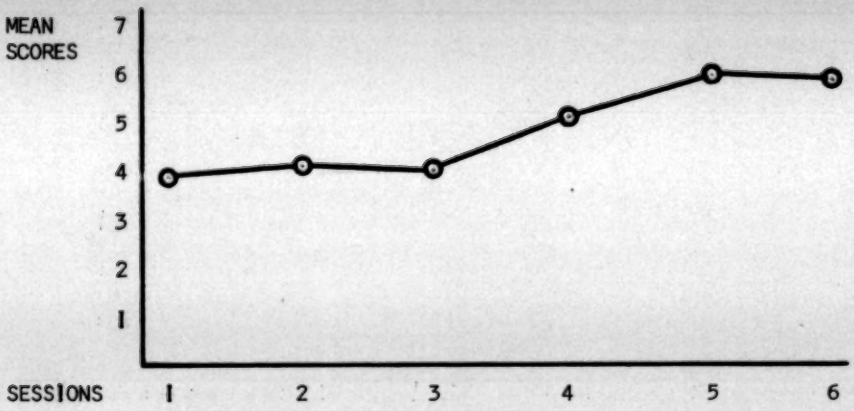


FIGURE 14

COMMUNICATION OF IDEAS (Category C)

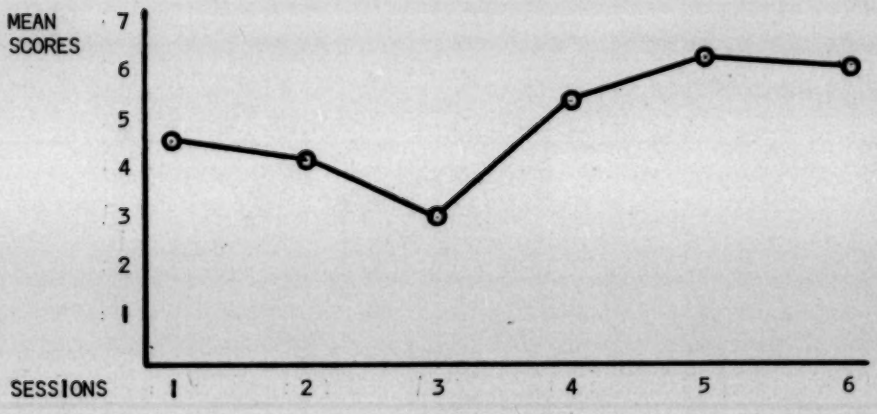


FIGURE 15

COMMUNICATION OF FEELINGS (Category D)

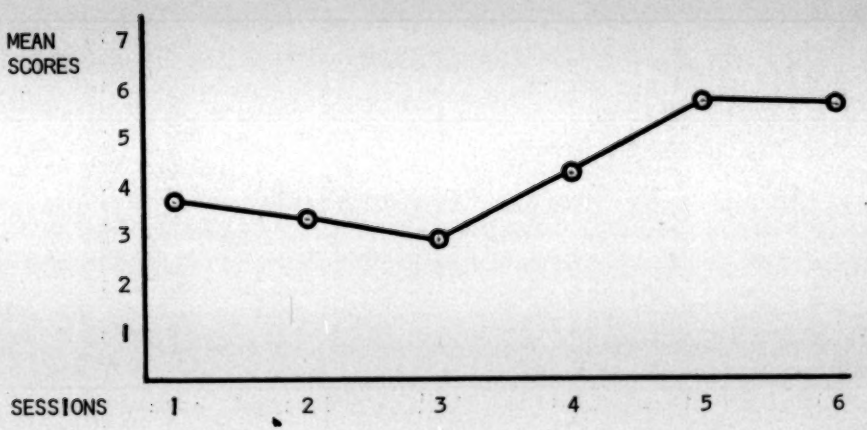


FIGURE 16

AUTHENTICITY (Category E)

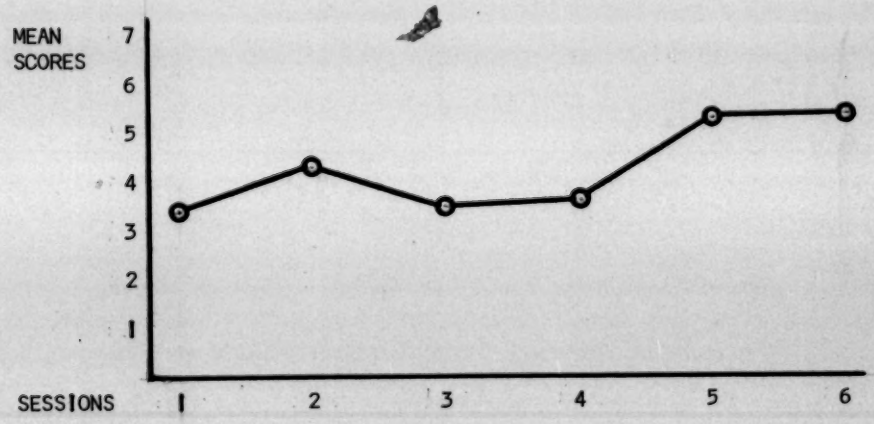


FIGURE 17

ACCEPTANCE OF PERSONS (Category F)

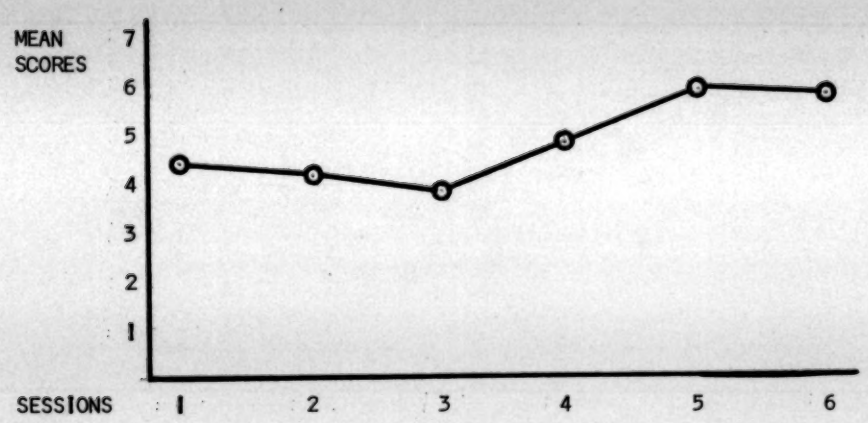


FIGURE 18

FREEDOM OF PERSONS (Category G)

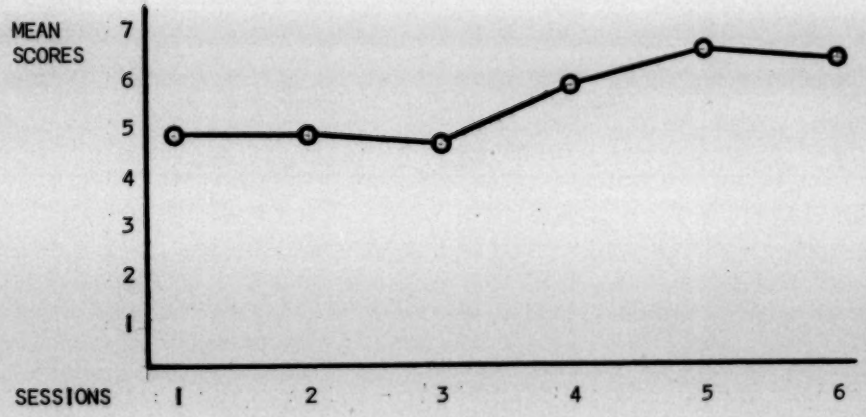
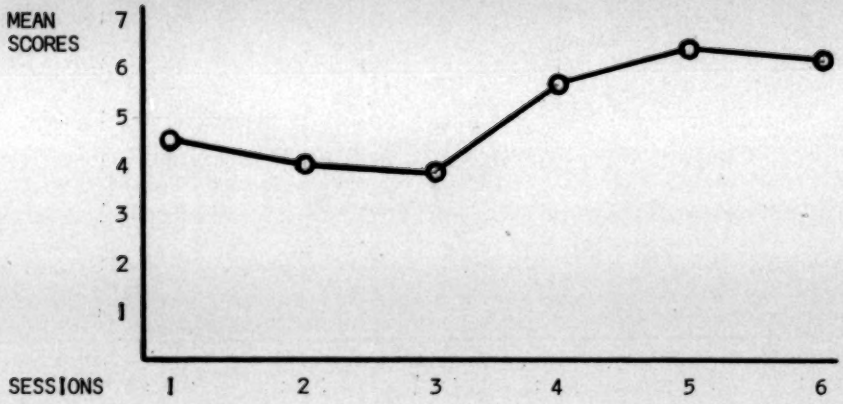


FIGURE 19

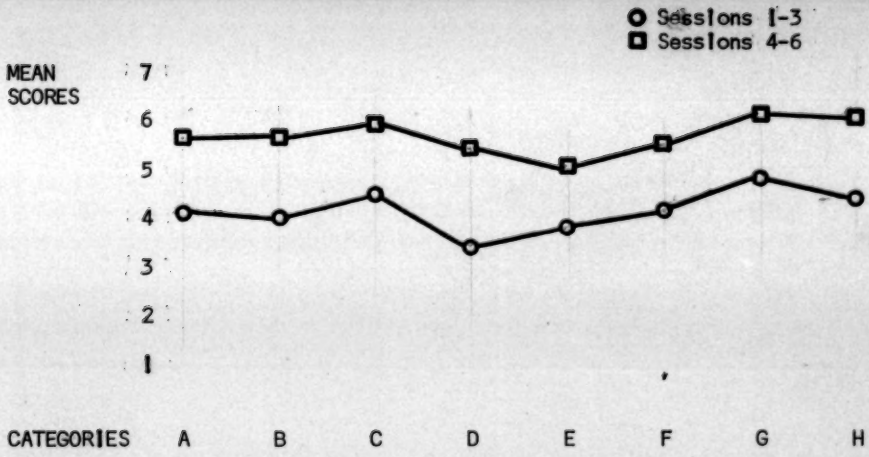
CLIMATE OF RELATIONSHIP (Category H)



The results confirm the writer's expectation that the introduction of therapeutic task group leadership would create some early anxiety and dissatisfaction with the group experience. In the writer's opinion this is illustrated by the decreasing trend in the means of the Anderson categories through session 3, in which members express their lowest level of satisfaction. From session 4 through session 6, however, the trend is reversed and scales upward, as members begin to adjust to the new process. This can be seen in Figure 20.

FIGURE 20

BOARD OVERALL



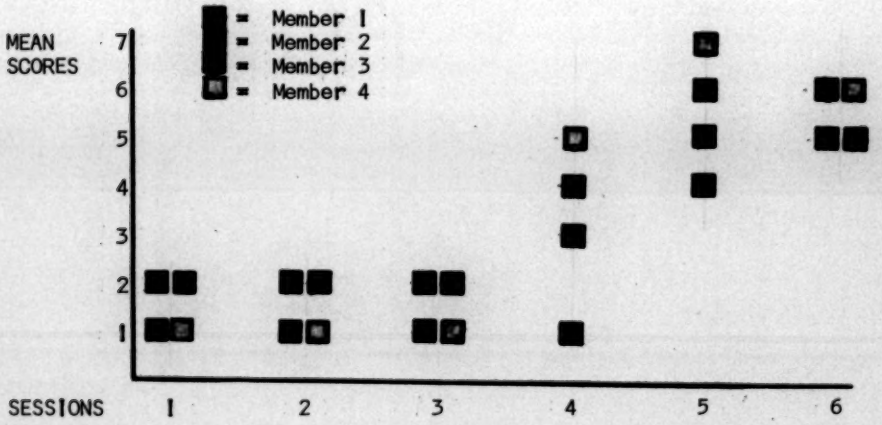
Over the last three sessions there is an overall upward trend in member perception of group change towards concern with interpersonal openness and sharing. In addition, the Anderson data indicates to the writer a generally increasing member satisfaction with the group experience over the last three sessions, supporting the expectation that such would occur after initial anxiety and frustration over his modelling of therapeutic task group leadership.

The writer also hypothesized that those identified as low in self-esteem and fearful of interpersonal openness would indicate that they felt increasingly confident about their contribution to, and acceptance by the group. Following the results in Category J of the

Anderson Form, Figure 21 reveals the responses of the low self-esteemed (identified by the methodology described in Chapter Two) towards the group experience over time. Four are placed in this category.

FIGURE 21

RESULTS IN CATEGORY J FOR LOW SELF-ESTEEMED

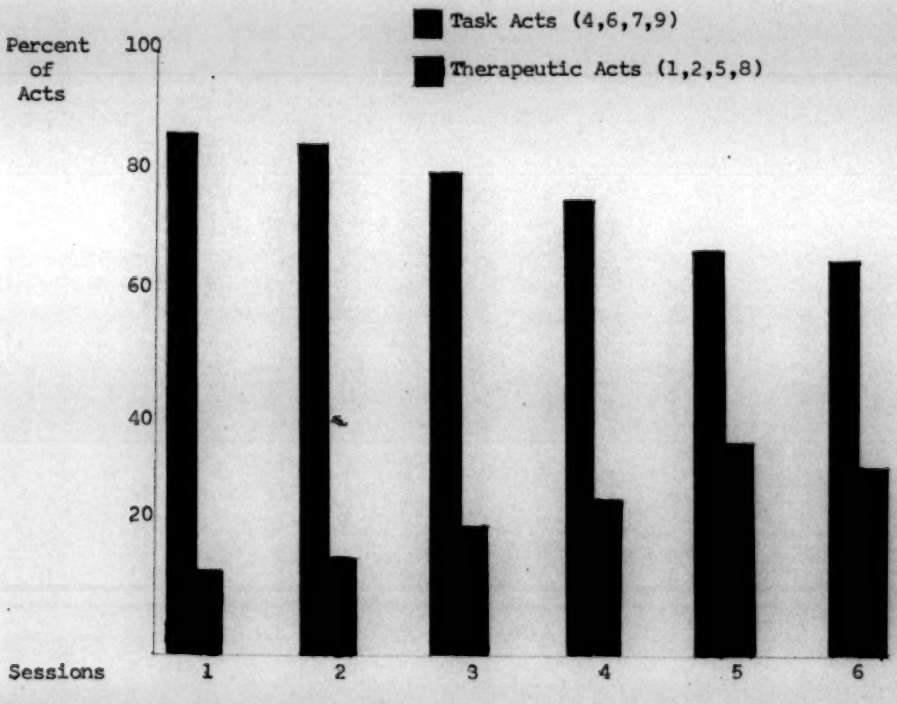


Overall, there is an upward trend, suggesting that the group experience is increasingly therapeutic for the low self-esteemed. Participation seems to play an important function here. The participation analysis, in Appendix H, (pg. 226), indicates that not only do these four participate more over the sessions, but that more conversation is directed their way. This suggests to the writer, that the more therapeutically-oriented conversation is directed toward a member, the more reciprocally open he becomes to the group.

On the larger scale, participation and conversation flow become more evenly distributed among group members, suggesting to the writer that these two factors play an increasingly important part in member satisfaction. Also, more intervals of conversation of a therapeutic nature increasingly occur between the writer's own remarks, suggesting that the group is assuming more responsibility for interpersonal facilitation, making it less necessary for him to intervene.

Increased participation alone, however, does not mean that the conversation is more therapeutically-oriented. The writer expected that more interactionally-oriented conversation would be characterized, as noted by the Bales Interaction Process Analysis, by an increasing show of solidarity raising, tension release, opinion and feeling giving, and opinion and feeling asking. The results of the following graph are arrived at by graphing the mean percentage of therapeutic categories (1,2,5,8) against that of task-oriented categories (4,6,7,9) over the six sessions.

Figure 22



The results indicate that there is an increase in the percentage of therapeutic acts, especially over the final three sessions, confirming the writer's expectation. This is confirmed by Frank Strange and the Bales observers, who also detect less tension-motivated behavior occuring over the final three sessions. However, the total percentage of therapeutic acts to task-oriented acts is still lower.

More task-oriented acts occur than therapeutically-oriented acts, (contrary to the writer's expectation). This raises the question of how much of the meeting is dominated by therapeutic concerns. This will be addressed more at length in Chapter Four.

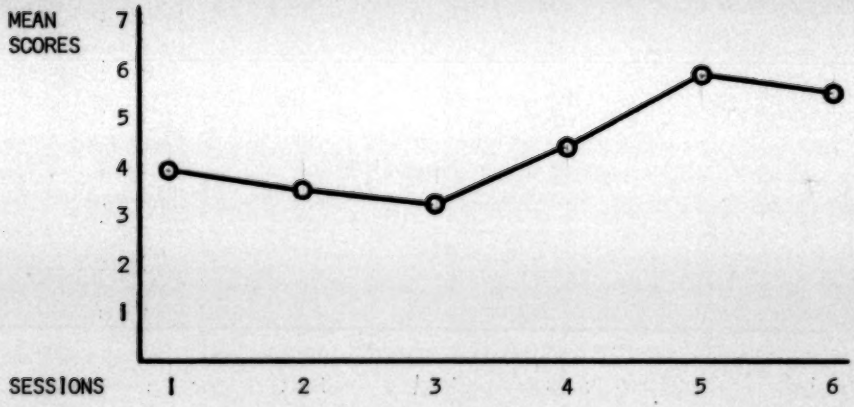
Another point of interest to the writer is that his therapeutic interventions seem more facilitative at certain points of the group process than at others. More specifically, therapeutic interventions lend to group productivity at points of high, rather than low interaction ineffectiveness. In fact, therapeutic interventions occasionally are counter-productive at those instances in which the group's interaction seems to be mildly ineffective. This finding, rather significant to the writer, will also be discussed in Chapter Four.

E. Task Efficiency.

What is member opinion regarding group productivity as a result of its exposure to therapeutic task group leadership? The results from Category I of the Anderson Evaluation provide data for the answer.

FIGURE 23

PRODUCTIVITY (Category I)



The results indicate that the members perceive that productivity (less tension and greater ease in arriving at a decision) increases in relationship with interaction effectiveness over the last three sessions, confirming the writer's expectation. Strange lends confirmation to that in his report that "the group was becoming more of a group, in terms of decision-making." [18]

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[18] Excerpted from Frank Strange's report, found in Appendix E, pg. 217.

VI. RELATIONSHIP OF RESULTS TO EXPECTED CONCLUSIONS

The results of the study bear upon the expectations of Chapter One as follows:

1. The writer expected that a small number of individuals would be identified as leaders who exert an influence in decision making and climate setting disproportionately to their numbers. A percentage of those identified would emerge as leaders rather than being formally elected to the role. The expectations were confirmed. Six were identified as leaders, of which two emerged.

2. It was expected that the leaders would be observed to perform two types of group roles. Though specific behaviors would range widely in the performance of these roles, the two which predominate would be one in which the primary concern is with the facilitation of the scheduled business of the meeting, and another in which the needs of the individual members of the group take precedence over the task. The expectation was confirmed, in that these roles were observed to be the predominant leadership styles manifested in the group meetings. Whether each leader only exercises one of these two roles is in question and will be discussed in Chapter Four.

3. The writer expected that his therapeutic task leadership, plus the exercise of these two somewhat conflicting roles by other identified leaders would at the beginning of the study create a considerable degree of anxiety and conflict over the purpose of the group and the new process initiated. The expectation was confirmed.

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4. It was expected that the therapeutic task leadership of the writer, combined with the interventions of the more person-oriented leaders of the group, would ultimately effect a change in the group to a climate which is as attuned to the interpersonal and intrapersonal needs of the individual members as to the completion of the task. In addition, a larger percentage of the group would identify the more interaction-oriented leaders as those who influenced them most in making their final decisions, and from whom they derived the more satisfying intergroup relationship. The expectations regarding climate change and source of the most satisfying group relationships were confirmed. That regarding the influence of the interaction-oriented people on decision making was not (and will be discussed in Chapter Four).

5. It was expected that a change to a more interpersonally sensitive group climate would occur and that a larger display of interactionally-oriented behaviors would be noted; the low self-esteemed would feel increasingly more confident about their contribution to the group process. Expectations regarding the changing nature of the conversation and the therapeutic movement of the low self-esteemed were confirmed.

6. The writer expected that a greater group productivity in moving towards the completion of the tasks with more effective interaction behavior would be noted more at the end than at the beginning of the study. The expectation was confirmed.

In Chapter Four, the meaning the writer attributes to the results will be more fully discussed.

CHAPTER FOUR

DISCUSSION OF RESULTS

In the preceding chapter the overall results of the study, and their relationship to the expected conclusions of Chapter One were described. In this chapter the writer proposes to explore some of the meanings he attributes to these findings. It is anticipated that from this will emerge some valid ways in which a therapeutic dimension can successfully be added to parish task group process. The sections of the chapter will discuss respectively: findings regarding the writer's leadership, his impact upon identified group leaders and selected members; and his impact upon group climate and productivity. In the final section, the writer will summarize his findings.

I. THE NATURE OF THE WRITER'S LEADERSHIP

According to the data, the writer is one of six individuals identified as a group leader throughout the course of this study. Excepting sessions three and four, he is also accorded the highest ranking in overall leadership. This rating, according to the observer, is based on dynamic as well as formal criteria.[1]

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1. Personal conversation with Frank Strange: "You were generally ranked high, not alone because you were the formally designated leader, but also because you functioned actively and effectively in that role."

The data also suggests that in the earlier sessions the writer as leader is recognized more for his sensitivity to feelings than for his task facilitation. Furthermore, as he continues to be perceived as placing more emphasis upon feelings than the task in those sessions, his rating as leader also decreases. By the fourth session, however, the writer's status as both task and feeling facilitator, as well as his overall leadership, increases. As indicated in Chapter Three, he attributes this to broadening member agreement, after initial conflict and dissatisfaction, that attention to feelings do not decrease his ability to also function as a task facilitating leader.[2]

High group evaluation of the writer's feeling-centeredness raises the question of whether the results are contaminated along two possible lines. On the one hand all the study might confirm is that the writer's personality naturally and ultimately evokes therapeutic responses. Secondly and relatedly, the results might be unduly contaminated by the social desirability factor; that is, all we can say about the meaning of the group response is that it is based on a desire to "help the writer along with this experiment." The presence, to a significant degree, of the contaminants, would have a bearing on whether the writer authentically serves both a task and interaction leader role in this study.

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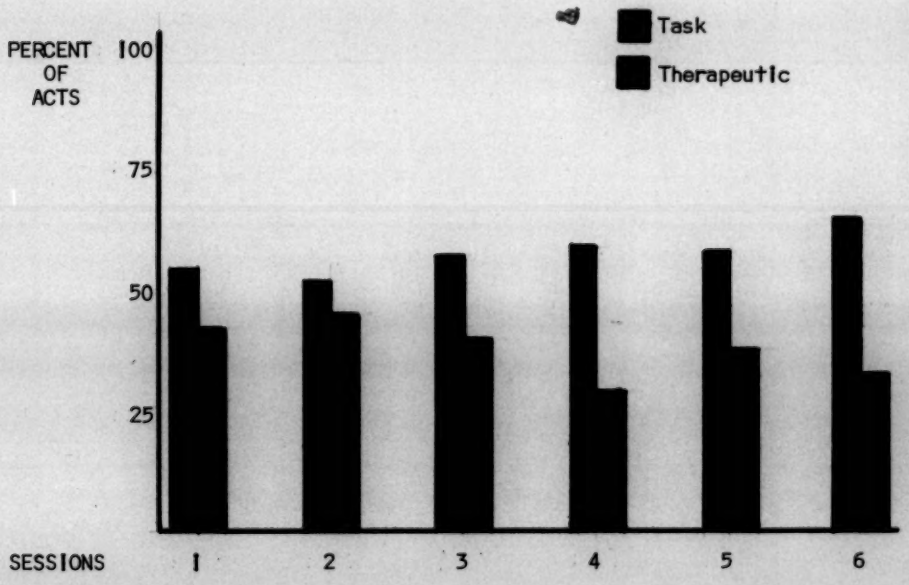
[2]See Chapter Three, pg. 110.

The Bales Process Analysis recordings of the writer's leadership acts suggests that these contaminants are not unduly at play in the study. Figure I outlines the data received from the Bales recorders regarding the relative percentage of task and therapeutic acts.

FIGURE 24

THE WRITER'S LEADERSHIP ACTS



The Analysis indicates that the writer's task-oriented behaviors consistently outnumber interaction-oriented behaviors; and that the percentage of task-oriented behaviors increases over time. The observer reports that a majority of his leadership acts remains task-oriented throughout the study, suggesting to the writer that in the task group setting, he is not "naturally therapeutic."

The writer believes that what the group is reacting to in the early sessions is not the lack of his emphasis upon the task, but the increasing interjection of the therapeutic into his leadership acts. This perceived change seems to have the early effect of causing the group to rate his leadership in terms of "feelings" rather than "task." Resultantly, since feeling-orientedness, to the extent the writer is manifesting it in this setting, is not considered by the subject board as a mark of good leadership, the writer is somewhat depreciated as a leader. Not until the meaning of the change is assimilated by the group, and the members began to see that the writer's increased interaction-orientedness better facilitates the group's productivity and provides a satisfying group experience, does his status as leader rise again. These behaviors, in the writer's judgment, do not reflect the undue presence of a social desirability response set.

In view of this, the writer concludes that (1) his leadership is both task and interaction-oriented; (2) neither therapeutic demeanor

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[3]"Your leadership, while seeking to facilitate sharing, still continues to be keenly aware and implementing of the agenda." Recorded personal conversation with Frank Strange.

nor social desirability is a significant contaminant in the group's response to the writer's leadership; (3) the group's initial response to the writer's leadership style represents the kind of tension that heavily task-oriented members would normally manifest in their perception that an inappropriate leader role change is occurring; and (4) the group members become more satisfied with the writer's style when they begin to identify his feeling-orientedness as an important and effective leadership style for their group.

II. THE OTHER IDENTIFIED LEADERS

The sociometric data indicates that five individuals beside the writer are identified and described as group leaders. The three identified as leaders throughout the course of the study, CC, HC, and JR, are business professionals, each an effective executive in his respective field. The two emerging leaders, BM and HA are educational professionals, each considered highly competent as a school administrator. That in this study vocational leaders also become identified as task group leaders, lends confirmation to a similar finding of Collins.[4]

Of the five, CC and HC wield the most influence over the

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[4] Barry Collins, "Communication and Interaction," in Collins and Guetzkow, A Social Psychology of Group Processes for Decision-Making, pg. 147.

group regarding the shape of the task decision. JR's impact upon the task decision is rated as less than either CC or HC. On the other hand, his leadership in interactive matters is perceived as greater than HC and comparable to CC. With JR's increased sensitivity to feelings, and the group's recognition of the importance of attention to them, his leadership status rises somewhat in the later sessions.

Of the emerging leaders, HA impacts primarily as a task leader until the later sessions, when he exhibits a greater percentage of therapeutic acts and becomes perceived as leading in both areas. His continuing impact on task decisions, however, is rated less than that of CC, HC and JR, and less than CC and JR in therapeutic concerns, (though relatively speaking, he is perceived as a more therapeutically oriented leader).

The group continually sees BM as supportive of feelings, but these are not rated as leadership acts until the fourth session. With the group's recognition that feeling facilitation is an important function of leadership, BM becomes recognized as a leader in both task and therapeutic areas. His overall impact as a task leader is rated as less than any of the non-emerging leaders, but his influence in therapeutic matters, over the last three sessions, is greater than any other leader excepting the writer.

In seeking for discriminating variables among the identified leaders, however, the writer can find no broad vocational differentiations. His finding at this point, does not confirm the conclusions

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of investigators such as Wishner that business men identified as leaders are more task oriented than educators identified as leaders.[5]

With one broad exception of Femininity in the C.P.I. analysis, and Intellectually Oriented in the E.P.I., the writer could find no major differentiations in profile traits. All ranked high in Dominance, in the achievement scores, and average to high in Self-Acceptance, Responsibility, Self-Control and Communality. The Bales recorders and observer noted that all were apt in verbal skills and participated heavily in the conversations.

The primary difference picked up by the Bales recorders, is that out of the total behavioral acts of each leader, BM and HA manifests consistently a greater percentage of therapeutic behaviors than the other leaders. It is also suggestive, to the writer, that these two are at least a standard deviation higher than the others in the Femininity rating of the C.P.I. (generally regarded as an indication of sensitivity to other's feelings).

Furthermore, BM and HA are at least a standard deviation lower than the others on the Intellectually Oriented scale of the E.P.I. This suggests that with them, there is less of a need to be concerned about the particulars of the task, and more inclination to focus on the tone of the meeting.

It is the writer's conclusion that, from the start, there is

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[5]John Wishner, "Reanalysis of Impressions of Personality," Psychological Review, 1967, 67, pp. 96-112.

not only a quantiative, but qualitative difference especially in BM's acts. The task-oriented leaders (excepting HC) are minimally therapeutic. They are people who don't lose sight of the basic purposes of the meeting, but get on with the business without trampling a lot of toes. Very often they make group members feel that they are contributing to the accomplishments of the meeting, such as in this exchange occurring in session four, in which DM reports a completed, though distasteful assignment:

> DM: Well, that is my progress report. Frankly I did not like being given this assignment, but at least it's finished now.
> CC: DM, I appreciate your doing it. It has greatly enhanced the condition of the basement.

CC, one of the leaders, gratefully acknowledges the work done by DM, and thus offers a fairly positive leadership response, but he is not being "therapeutic" in the sense in which BM is. A few remarks later in this same conversation, notice how BM responses to DM:

> BM: DM, I can identify with your feelings about being given that assignment. I was given it last year, and didn't appreciate it either. Thanks for doing it, even though it was unpleasant.

BM also expresses appreciation, but in addition acknowledges his identification with the feelings he perceives DM is experiencing. His response has more of an "identification with the feelings of the respondent" than the task-oriented leaders.

In summary, the data suggests that BM is the only other leader who consistently implements the writer's style. HA, to a lesser degree, responds with this style, but the others, while making occasional movements towards the writer's style, remain essentially task-oriented.

III. THE WRITER'S IMPACT UPON THE GROUP

A. Impact Upon Group Climate.

The data suggests that after a period of lesser satisfaction with the writer's leadership in general, the group increasingly responds to his modeling in the later sessions with increased concern for interpersonal sharing and an upward revaluation of his leadership status.

In the writer's judgment the role confusion created by his change in leadership style initially results in considerable interactional tension and group dissatisfaction. The Anderson graphs in Chapter Three reveal that while "leadership" and "responsible participation" hold steady, there is an average 20 percent ranking decrease in the categories which reflect member perception of group climate and quality of interpersonal relationships.[6] Therapeutic task group leadership, then, initially results in a group climate which, in the group's perception is less desirable than what it previously experienced.

It is interesting to note that the largest perceived decrease in effectiveness occurs in the idea-generating capacity of the group.[7] This suggests to the writer that his interventions are initially interpreted as undermining the basic purpose of the group, namely to conduct the church's business. Several in the group are personally threatened

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[6] See Chapter Three, pp. 126-128, Figures 15-19.

[7] See Chapter Three, pg. 125, Figure 14.

by the writer's leadership, especially at the point of their identity as a business-oriented organization. This can be illustrated by a transcript excerpt from the second session:

> Writer: I'm feeling the need to take some action on the personnel policy so that I can get it back to Rev. Clendenen. He's been putting the pressure on for it the last three weeks.
>
> SL: Rev. Clendenen was over at the Mt. View Church last Tuesday, looking around with some members of the Advisory Board. Do you know what he's going to do with the property?
>
> Writer: This is the third time I've asked for some response on the personnel policy, and each time the group has diverted the subject. I'm feeling that this is really a loaded topic and that it's easier for the group to avoid dealing with it. Is that what you are feeling?
>
> HL: Ah, Ah, (attempting to answer me)
>
> HC: Pastor, we spent fifteen minutes with that opening of yours, and another twenty-five on the anger subject - these were interesting, but our committee still has the finance report and we have to get at least two decisions made about budget matters. I'm concerned that we won't get these needed things done tonight.

This is representative of much of the reactive verbalization; revealing concern about the failure to accomplish the "real" purpose of the meeting. Much of the group feeling is not verbalized, however, and is reflected in the considerable amount of non-verbal behavior recorded by the Bales recorders, such as exchanges of asides and notes.

Throughout these early sessions, the writer continually addresses the group tension, modeling therapeutic task group behavior, but feels no significant positive response. According to the Bales recorders, however, even amidst the anxiety and dissatisfaction of the

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first meetings, the number of therapeutic acts among group members is increasing. According to the Bales data, almost one-third of the group members increase the percentage of their behaviors which the observers would label "therapeutic." [8] Even during the tension exhibited throughout the early sessions, the group interaction is sufficiently changing to create the conditions for the emergence of the later more therapeutic climate.

On paper, the end results indicate a significant move towards increased interaction-orientation. Does this represent a real change in behavior, or only a reduction of group dissonance, without any accompanying behavioral change? The Anderson Evaluation Inventory alone might lead the reader to the opinion that the members feel ultimately very good about the experiment, but there isn't necessarily any real change in actual interpersonal behavior. The Bales data, however, reveals that there is a substantive increase in the percentage of therapeutic acts, especially over the final three sessions; indicating a real change in the nature of the behavioral acts. The numbers of task-oriented interactions (recorded in Bales' categories 4,6,7,9) decrease and the number of therapeutic interactions (recorded in categories 1,2,5,8) increase, though task behaviors still predominate. The net result is that the group responds with less

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[8] See Chapter Three, pg. 132, Figure 22.

strictly information asking and giving and with more interpersonal sharing. As indicated by the Participation Analysis (Appendix H, pg. 226) participation and conversation flow become more evenly distributed. Also, more intervals of conversation of a therapeutic nature increasingly occur between the writer's remarks, suggesting that the group is assuming more responsibility for interpersonal facilitation, making it less necessary for the writer to intervene.

Another sign of the authenticity of the change in group climate is the upward trend of the specific climate indicators proposed by Bales and described in Appendix I, (pg. 230). The figures indicate that after the third session, there is increasingly less difficulty in communicating and evaluating the issues, less malintegrative behavior, and more facile group recovery in tense situations. There is also a greater willingness to participate. These changes, the writer concludes, are qualitative; what is occurring is not an intensification of the comradery already present, but increased attention to the <u>feelings</u> of an individual by group members. An illustration of this is provided in two different conversations involving the same member (RH) and subject. The first, occurring in session one, is as follows:

HC: I imagine RH would be willing to let us use his hearse to promote the youth work, and get a little free publicity at the same time.

CC: I don't think that would be a good idea. We'd give off the message that First Church has a dead youth group.

Group: (laughter)

The group is having a good time at the expense of RH, and although the climate is light, no one bothers to check out RH's feelings about being the butt of the joke.

In session five, however, an interesting addendum is made to essentially the same conversation, illustrating the difference the group experience is making on the sensitivities of one member:

Writer:	What is your wish on the change of the budget to accommodate the proposal of the Youth Department?
HC:	Well, we can do what I suggested the other month, get RH's hearse to promote it and raise the money.
CC:	That might raise the dead a bit.
Group:	(laughter)
CM:	If I were RH I'd get tired of hearing that stuff all the time.
RH:	Yeah, I sometimes wish it would become a "dead" subject.
Group:	(laughter)

The banter still appears good natured, but one member is sufficiently aware of potentially negative feelings in RH to check it out. While this doesn't happen often, its occurrence is sufficiently frequent during the later sessions to convince the writer that a change is taking place in the nature of some of the group interaction.

A significant question is whether the observed results can be attributed primarily to the writer's modeling of therapeutic task group leadership? It is his conclusion, based on several things, that they can. Not only does the observer attribute the change to the writer,[9] but several other lines of evidence seem to point that

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[9] See Chapter Three, pg. 112.

direction. For one thing, the sociometric ratings attribute to the writer the greatest share of leadership influence in the area of feeling facilitation. In addition, the transcripts of the earlier meetings reveal that most of the interaction-oriented conversation of the group is in reaction to something said by the writer. Using the Bales data, Table 7 reveals the extent of the writer's influence in initiating interactive group conversation:

TABLE 7

INITIATORS OF INTERACTIVE GROUP CONVERSATION

Sessions 1-3
(Based on the Number of Times a Member Contributes the First Remark in an Interactive Sequence)

Name	Session 1	Session 2	Session 3
Writer	16	19	15
BM	4	3	4
RM	2	3	1
HL	2	1	1

This leads the writer to conclude that though other group members eventually contributed to the changes in group climate, he is the primary influence in initially facilitating them.

These general statistics, however, do not give a complete picture of the writer's impact in modeling therapeutic task group leadership. The impact is greater on some members than others, counterproductive in the case of a few. Some types of therapeutic

interaction are very effective; others considerably less effective. Furthermore, the trend of the group toward a more therapeutic focus comes about, the writer believes, because he alters somewhat the nature and timing of his own leadership interventions. The following subsections will concentrate on each of these considerations.

B. Impact Upon the Identified Leaders.

The data suggests that the writer's leadership style has the most positive impact in increasing the number of therapeutic acts manifested by JR and creating the conditions by which BM's leadership in the interactional area is recognized and accepted by the group. Both indicate in their sociometric evaluation that as an overall leader the writer has the most impact upon each of them.

The writer's impact upon HA's leadership is more subtle but significant. The group need for an expert to provide leadership in a difficult third session task involving Christian Education prompts the emergence of HA. What maintains his leadership status from then on, however, is his response to the changing group climate, a primary result of the writer's leadership. While having attention called to his leadership ability for a specialized task partly contributes to the identification of HA, his therapeutic response to the writer's modeling and to the group's growing demand for a therapeutically-oriented leader, provides for him a continuing place as a group leader.

The writer's impact upon HC is more difficult to assess. The data indicates that the nature of HC's leadership acts do not change

over the course of the study. His leadership style is to push the discussion through to concentration on the tasks at hand, giving blunt and sometimes insensitive evaluations of issues and people. Rarely does he encounter an individual in the group directly, but rather speaks to them through the writer (looking at him) in the third person. Sometimes his evaluations are more in the form of cliches or formulas, especially when thrust outside of areas he doesn't fully comprehend, as illustrated in the following exchange during session five, in reference to discussing the church's financial problems:

> Writer: I'm really anxious about the fact that we're running behind financially and welcome your input as to how to better raise the money.
>
> HC: I think this is a spiritual matter, rather than a financial matter. This problem could involve other conditions in people's lives that aren't conducive.

In the initial sessions of the study, HC's leadership is described as acceptable to the group. His perceived task acumen is sufficient to override the other less desirable interpersonal features of his leadership. In fact, his leadership status rises in the third session, as many in the group perceive in him both a point of identification with their own feelings and a spokesman to communicate them to the writer. As the writer's therapeutic task group leadership style meets with more positive response, however, some of the more insensitive dimensions of HC's leadership diminish and in the final session he begins to experiment slightly with the writer's style. It is significant that with only a slight increase in the number of therapeutic acts in session six, HC's leadership status is markedly elevated by the group.

This says two things to the writer. First, it is indicative of the high regard with which the group evaluates HC as leader in task areas, that such a slight move toward the group expectancy of more therapeutic behaviors from their leaders would rapidly increase his status. Secondly, it suggests an important point regarding the group's changed evaluation of effective leadership during these sessions. With the exception of leader CC, increasingly into the study any rise in leadership status is preceded by a perceived rise in manifestation of therapeutic acts by the identified leaders. Conversely, a marked decrease in therapeutic acts results in a lowering of perceived overall leadership status. The writer views this change of the group's consciousness of what constitutes effective leadership as a result of his modeling.

As noted, CC is the exception to this generalization. Like HC his style remains relatively unchanged throughout the study. He is perceived consistently as a very effective overall leader, whose status in task matters rises in the later sessions, though the percentage of his therapeutic acts remains generally constant. In terms of both changes in CC, and group change in attitude toward him as a leader, the writer's impact is minimal. The group does not devaluate him as leader as the climate becomes more therapeutically oriented; indeed the members continue to turn to his direction in the facilitation of the tasks.

The writer believes that at least two factors are involved

here. First, CC continually manifests a sufficient number of therapeutic acts for the group to regard him as at least minimally sensitive to their feelings and interpersonal processes. Thus, even though he is strongly task oriented, CC does not lose significant leadership status in the therapeutic interactions of the group. Though task oriented, his interactions at least minimally adapt to moments of group sharing and warmth.

Secondly, CC's unaffected status is indicative to the writer of both the importance of work to task groups, and their continual need for effective task leaders. At points of high interaction ineffectiveness in the completing of a task; or during those times when the completion of the task is not a pressing matter to the group, therapeutically oriented leaders are welcome, even sought. However, during those times of full agenda, when interaction effectiveness is average or high, the group looks naturally to the strong, adequately sensitive leaders like CC for leadership in shaping the decision. Though there are points of major interactional ineffectiveness in this group experience, much of it, especially the last three sessions, is characterized by relatively smooth interaction. This is why, the writer concludes, the more therapeutically-oriented leaders have less influence in shaping the task.

While the writer had anticipated that his leadership modelling would have impacted on CC towards his being more therapeutic, he also concludes that the failure of this to happen was not a detriment to the establishment of a therapeutic task group climate.

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C. Impact Upon the Other Group Members.

The finding that the writer's modelling leadership facilitates significant overall changes in the group towards more affective and interpersonal concern says little about his impact upon particular group members. In this section will be discussed some of the more significant responses of individuals and sub-groups.

1. General Differentiations of Response. While the positive impact of therapeutic task group leadership is greater on some than others, no general differentiating patterns can be found among the group members except that of the low self-esteemed as defined in Chapter Three. No vocational differentiations can be found. Teachers, for example, are not found to be more positively responsive than businessmen to the writer's leadership modelling. Analysis of C.P.I. profiles do not produce with certainty any major patterns of differentiation, except for the low self-esteemed. Five of seven non-leaders with higher C.P.I. scores in Psychological Mindedness and Femininity rate the entire experience throughout above a "4" in all categories of the Anderson Evaluation. The writer cannot be certain, however, that there is a relationship, for three of these individuals have considerable previous group experience. He speculates, however, that task group members who score high in these intellectual and interest modes would tend to be more rather than less responsive to the writer's style of leadership. Apart from the possibility that such a speculation might be true, the writer could

find no general classes of group members who fit one particular pattern of response, except for the low self-esteemed.

2. Changes In Group Response. What the writer, through the Bales Analysis and personal observation, does find is that many member's nontherapeutic interactional patterns are transformed to more appropriate and therapeutic expressions. One, during the early sessions, is deferential behavior towards the writer on the part of several non-leaders. It generally takes the form of addressing another group member while looking at the writer; or seeking to deal with affectively-loaded remarks through him. The following excerpt of conversation from session two illustrates the occurrence of the latter:

> BK: (looking at the writer) I thought that the Property and Maintenance Committee was suppose to take care of the leak in the roof two months ago. Is that right?
> Writer: Why don't you ask JA? (Chairman) He's in the room and could give you an answer.
> BK: (still looking at the writer) I thought you might know.

In this case, BK does not seem to have the courage to redirect his question personally to the intended committee chairman, refusing to take the responsibility for an encounter. In the later sessions there is a considerable diminishing of this kind of passive rejection and replacement by more authentic and open encounter.

Another transformation occurs in the area of non-verbal behavior. In the first sessions, therapeutic interventions on the part of the writer are accompanied by considerably more tension-release behaviors from the group than in the final three sessions. Table 8

shows the frequencies of non-verbal behaviors, recorded by the Bales observers and labeled "tension release behaviors under conditions of group conflict."

TABLE 8

FREQUENCY OF "TENSION RELEASE" NON-VERBAL BEHAVIORS

Session	1	2	3	4	5	6
Number of Non-Verbal Behaviors	43	53	67	41	29	31

According to Bales recorders, along with the diminishing of non-verbal behaviors is a greater frequency of verbalized personal feelings on the part of non-leaders (category 5). In addition, feeling-oriented responses begin occurring much earlier during the later sessions, as many members respond more quickly to such interventions. Also by session four, most topics introduced by non-leaders end in some sort of conclusive group action or response.

It is noted, however, that the subject non-verbal behavior is transformed as a by-product of the emergence of a more therapeutic climate; it is not changed by directly addressing it. The writer attempted to lift out such behavior for group attention on three different occasions, and each was counterproductive, in terms of results. The following incident excerpted from session three, illustrates:

Writer: (After several notes had been passed) For the past several minutes, we've had almost as many involved in note passing as in the verbal conversation. I'm feeling that this is your way of telling me the subject is too touchy, and it's easier just to ignore it. Is this what you are trying to tell me?
HE: No, we just like to write notes.
Writer: That, to me, is also ignoring the issue.
HE: You're looking for too many hidden motives.

When, however, the climate shifts towards concern for interpersonal sharing, non-verbal behaviors diminish without any word from the writer.

A final transformation occurs in the number of "individual roles" [10] manifested by group members. The two in particular which occur most frequently are blocking and withdrawing. By the former, the writer means stopping or stilling group action by irrelevent argument; outright rejection of ideas without accompanying dialogue; ignoring (by lack of response) of the more insightful contributions that seem to be leading to action; stubborn assertion of a position. Withdrawing, in the writer's understanding, means flight from touchy subjects; reception of contributions by silence; diverting attention from the issue or feelings by asides. While an exact count is not taken of such behaviors, all observers, plus the writer, agree that

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[10] The term as used by Benne and Sheats, refers to "attempts by members of a group to satisfy individual needs which are irrelevent to the group task and which are non-oriented or negatively oriented to group building and maintenance...." From Kenneth Benne and Paul Sheats, "Functional Roles of Group Members," pg. 45.

the occurrence of such behaviors diminishes significantly, especially between sessions three and six. [11]

3. Response of Deviants and Isolates. One group member manifests behavior which the writer and observers term "deviant," and one behavior in a manner labeled "isolate."

The deviant, HM, attends the first three sessions, misses the next two and returns for the sixth. He consistently rates the first three sessions in all categories (Anderson) as low, or lower than any other group member. Though his overall deviant behavior doesn't lend to stereotyping, it could be generally described under Benne and Sheats definition of the "aggressor:"

> The aggressor may work in many ways - deflating the status of others, expressing disapproval of the values, acts, or feelings of others, attacking the group or problem it is working on, joking aggressively, showing envy toward another's contribution by trying to take credit for it, ect. [12]

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[11] Personal conversation with Dr. Strange: "Especially noticeable in sessions five and six were the much more direct responses of the group fellow member's ideas and expressions, without reverting to manipulation measures to control the flow of the discussion."

[12] Kenneth Benne and Paul Sheats, "Functional Roles of Group Members," pg. 45.

The following exchange, occurring in session three, illustrates this behavior. The remarks are intended by HM to be humorous, but the group response is far from that:

CC: I feel quite strongly about all considerations of church property sales going through the Finance Committee. This is the only way we can keep tab on our assets.

HM: Every time you "feel strongly" about something, it goes through. Why don't you just "feel" about it and then maybe we can reflect on it without having to contend with a bunch of power plays.

CC: (ducking head) I'm sorry, I'm sorry; I didn't mean it that way. Old CC is going to have to take "get rid of feeling strongly" lessons.

Group: (tense laughter, then silence)

Writer: HM, if I were CC, I'd feel devastated at what you just said.

HM: I'd recommend that you quit "feeling." It might help us to quit fooling around so much in these meetings.

This kind of response has been typical for the previous two years HM has been a member of the subject group, and has been reacted to by the group with non-directed, tension lessening behavior such as just illustrated. After the writer directly encounters him, HM does not speak again, dropping out for the next two sessions. However, following the writer's remarks, and HM's final response in that session, a considerable flow of group communication is directed toward him, even without his response. In short, HM is not rejected by the group. To the writer, this lends evidence to Schacter's findings that while communications addressed to deviants by

rejecting members fall off very sharply, the communications to deviants from members who never do reject them never falls off. [13]

When HM returns to the group the sixth session, however, his behavior and evaluations of the experience are different. The latter ratings (Anderson) are elevated considerably over the first three sessions. His remarks are even mildly therapeutic at some points, though not frequent:

> Writer: Getting confused?
> HM: Pastor, what I meant was, it would help, at least it would help me in these, if we just had some kind of print out as to standard for District Budget and General Budget, as to what is included in it - not just the monetary figures. Not just General Budget or District Budget, but I know specifically what categories are included there. If it could be in the folder next time, it would be helpful.
> Writer: We're really feeling the need for a more detailed classification; such as what you brought up the last time?
> HM: I don't feel the need for itemized amounts, I feel the need to know what is included in these categories, in terms of the items so I know what you are talking about. I don't know, maybe it wouldn't help anybody else.

HM's change towards a more group building role is abrupt, but not too surprising, considering what happens from the fourth through sixth sessions. The writer believes that two important things happen through this incident to effect the later change in group climate. First, until the incident the writer believes that most of

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[13] Stanley Schacter, "Deviation, Rejection and Communication," Journal of Abnormal and Social Psychology, 1951, 46, pp. 190-207.

the group has not taken seriously his attempt to be more therapeutic, and has reacted to the attempts as too time consuming, irrelevent to the main purpose of the meeting, and producing of unnecessary group anxiety. All recognize, however, the serious threat of this incident to group productivity and relationships, and become aware of the wisdom of the writer in not allowing exchange of this type to continue. The incident begins to precipitate more of an interest in what the writer is attempting to do, and motivates interest in reducing the dissonance between HM and the group. Secondly, when he does not appear the next time, several members make contact with him, discussing the problems on a feeling level. When HM returns, he is sufficiently impressed by the affection these members have communicated personally to him to at least partially discard his deviant role.

These outside contacts raise an interesting point. The writer discovers, subsequent to the study, that similar contacts have been made with several members over unfinished interpersonal business occurring in the scheduled meetings. Though some of the more significant interpersonal work among group members occur outside of these meetings, the writer believes that his emphasis upon the affective has a great deal to do with enlarging the scope of their conversation beyond "business" and helps to create some of the conditions for the last three, more therapeutic sessions.

The isolate is RH who in the first two of four sessions sits alone, and throughout the first four consumes only one-percent of the

total conversation, (indicated in Participation Analysis, Appendix H, pg. 226). He also indicates no choice of individual who accepts his feelings, (he didn't share anything to respond to) and evaluates the group experience progressively lower through the first three sessions.

It was interesting, to the writer, that when he pointedly asks RH about his feelings on an issue in the fourth session, although his response is brief (two Bales units) his evaluation of that meeting increases in all categories. Furthermore, in the final two sessions, as others begin picking up on his isolation, and as more conversation flows toward him and he participates more, his final two evaluations in all categories are among the highest in the group (see pg. 212).

The writer concludes, therefore, that his modelling of therapeutic task group leadership has a positive impact upon both the deviant and isolate members of the group.

4. Response of the Low Self-Esteemed. The writer finds that the four identified as low self-esteemed and interpersonally fearful by the previously described criteria indicate they feel increasingly more confident about their contribution to, and acceptance by the group. As the writer personally directs a greater flow of conversation towards the low self-esteemed and as the group, following the writer's example, begins to draw them out, communicating with them more freely, the more open and participative they become and the better they feel about their role in the group. The results of the the writer's efforts lend confirmation to the "cyclical" model of

Coombs, who finds that facilitating interpersonal success for the low self-esteemed enhances a more favorable self-concept, which in turn increases social participation, which again promotes further interpersonal success. [14]

While much of their attempts at expressing their feelings still flow through the writer or BM, the fact that they are willing to express themselves through this means represents real progress and affirmation of the group experience, (according to the low self-esteemed member's upward self-revaluation).

5. Response to Specific Leadership Behaviors of the Writer. In Chapter Three, the writer concludes that his therapeutic task group leadership is the primary factor in effecting a change in the group to a climate which is more attuned to the interpersonal and intrapersonal needs of the individual members. The important specifics of that leadership style are outlined in Chapter One. Does every major specific have a similar degree of impact? The writer concludes that it doesn't; some types of therapeutic actions are more effective than others.

The major specifics of the writer's leadership style, as described in Chapter One, and their impact upon the group, are as follows:

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[14] Robert Coombs, "Social Participation, Self-Concept and Interpersonal Valuation," Sociometry, 32, 1969, pp. 273-286.

a. An attitude which respects the worth of each person and the importance of his contributions to the group. The impact of this attitude is, to the writer, the building block upon which all else follows, a vital aspect of his philosophy of man. To some, it is surprising that this attitude is manifested so fully in a parish task group setting, but once acclimated to, creates excellent group response and rapport.

b. A strong but shared leadership in which other members of the group are allowed to assume responsibility for the process. Leadership emergence in the task area without major power struggles, occurs easily in the subject group, in large part due to the writer's ready acceptance of shared responsibility in this area. As other interaction-oriented leaders emerge, and as some of the remainder increased their interactional sensitivites, the writer fully accepts and encourages their efforts. The response is good.

c. Communication of the important place of the affective and interpersonal in this experience by interpersonal exercises; rearranged seating; therapeutic use of certain incidents; involvement of everyone possible in the conversation of the meeting; vocalized sensitivity to potentially embarrassing events; concentration of all feeling expression in the present tense.

After some initial group anxiety, the interpersonal exercises become quite successful, and are still being continued. Most of the board members enjoy the one-to-one interaction and find in it an

opportunity to explore personal experiences in a non-threatening way. The rearranged seating is abandoned after the second session. Not only is it unpopular and receives a cool reception, but in the writer's judgment, it inhibits rather than fosters the kind of interpersonal naturalness the writer is trying to cultivate in the group's interaction. Too, somebody usually misses the seating instructions, engendering within the group some poorly-timed humor, sometimes embarrassment to the member, and too rigid a structure to the group process.

The deliberate attempt to involve everyone in some part of the discussion is also, in the writer's opinion, too structured to create the desired interpersonal climate. Not everyone has something to say on call, and the early results were not conducive to uninhibited interpersonal sharing. After the second session, the writer begins to observe silent group members as to their potential readiness for response, calling upon them only when he feels such a condition existing. This modification is received much better.

The vocalized sensitivity to potentially embarrassing events is responded to well, especially by latecomers. To know immediately what is occurring, or expected upon entering the room seems to be a relief to latecomers, most of whom have a legitimate excuse for not arriving on time. The following excerpt from session four serves as an example of the reception of this leadership tactic:

Writer: DM (latecomer) would you join JA and me in our conversation. Here's a spare spot. (I always saved a seat beside me for latecomers, during the interpersonal exercises).

DM: Thank you.

DM: (After the exercise) Pastor, I want to say that I appreciated your consideration of me when I walked in late. I couldn't help it, for I couldn't get free of an appointment in Salem until 6:30. I hate to be late and was dreading walking in here, and was glad you made it easier to do it.

Writer: Do you feel that way when you walk in late to a meeting?

LF: I really, ah, do, and ah, I appreciate it not being such a hard thing; I mean, I appreciate someone showing ah, consideration for me.

The writer finds that concentration of feelings in the present tense is easier to accomplish in the task group setting than in therapy groups he has conducted. One reason is that most feelings which are elicited and vocalized in a task group meeting have something to do with the process presently occurring and are more easily expressed in the present tense. A person is less inhibited about expressing his here-and-now feelings concerning an issue than he is in expressing them about another individual. With far less trauma to here-and-now feeling expression about certain issues, most of the members respond well to the writer's modeling, and seem to appreciate his assistance in better focusing on their feelings over <u>certain</u> issues.

Much more difficult to accomplish in this study is the facilitation of the present-centered <u>interpersonal</u> feelings. Most in the group are not accustomed to this kind of process occurring in a task meeting, and regard it at first as secondary to task completion,

unless the interaction is extremely stalemated. When called upon to express themselves interpersonally in the earlier sessions, feelings are often expressed in a "once removed" fashion, such as this example in session three:

PK: Long ago I came to the conclusion if we don't keep our people informed about the financial needs of their church, that they don't give as much as they would if they knew.

Writer: PK, would you run that by us again, this time telling us how you feel right now about how we inform the people about their giving?

PK: Well, I feel now like I always have; that we must keep our people informed.

Writer: Do you feel that I am at present not keeping our people sufficiently informed?

PK: I never have said that.

There is noticeable, though not complete progress in this area throughout the last three sessions, until at certain points, some members who have begun to better communicate their inner feelings about the actions of certain individuals in the room.

"Certain" is underlined in the above paragraphs because in this study the writer makes a personally significant discovery about feeling expression. He finds that his attempt to get group members to focus in on feelings is facilitative at points of perceived high individual or group tension and interaction ineffectiveness, but generally counterproductive when tension is relatively low or the interaction only mildly ineffective. Under these circumstances, the group often reacts negatively to too frequent or concentrated a focus on feelings, even in the more therapeutic climate of the later sessions:

The following incident, occurring in the fourth session, illustrates (a case in which HA is more therapeutic than the writer):

> Writer: PM, I heard you saying that you were left out of the Salt and Light Company's decision regarding having the Retreat. Is this what you were feeling?
> PM: Well, ah, well.
> HA: I think I know what PM is thinking. He's thinking that if he answers your question, we'll be exploring feelings on that for fifteen or twenty minutes, when a far higher priority is to resolve the youth budget matter.
> Writer: Is that your feeling, PM?
> PM: Well, yes. I really don't feel the need to go into it, for my feelings really aren't in that bad of shape.

The writer sees this "appropriateness factor" as further evidence that primary group satisfaction and participation motivation for these task group members lies with successful task completion. Furthermore, because the subject task group is its most highly motivated at this point, the tolerance level for interpersonal difficulties is somewhat higher than in therapy groups where attention is highly focused on any stress. Resultantly, therapeutic interventions designed for interactional processes which aren't perceived by the subject task group (given their motivation) as exceptionally tension-laden or ineffective, are viewed as irritants rather than aids to better group process and productivity.

The writer finds, however, in the last three sessions that most group members respond quite well to therapeutic interventions at points of high tension or interaction ineffectiveness, even facilitating or sharing in the process themselves. As the writer adjusts to concentrate

his therapeutic interventions upon the more affectively loaded interpersonal processes, this aspect of his leadership is responded to quite well.

d. Focusing therapeutically on the interpersonal processes which occur during the discussions about the task, with such interventions as affirmation; labeling of damaging or questionable responses from one member to another; addressing inauthentic roles; and sharing of the writer's feelings about the interaction occurring.

The writer's identification of specific behaviors that are obviously creating high interaction ineffectiveness is given good, albeit hesitant response by most group members. When the group motivation becomes as focused upon mending the interpersonal difficulties as completing the task, the group is relieved that one of the leaders initiates such a process. On the other hand, the group responds with relative nonsupport to the confrontation of behavior which is not perceived as unduly interfering with the ongoing group process. While the exchange, for example, with HM receives considerable support, the request that DM make eye contact with the intended subject of a mildly critical remark does not, as illustrated in this conversation from session four:

DM: I think the music chairman should take the responsibility for it not being done.
Writer: Why don't you look at HL and tell him directly how you feel?
DM: I'm more comfortable looking at the group in general - it's my natural style and I think HL gets the point.
CC: I don't think its necessary to have to look someone in the eye all the time to talk to him.
SL: Neither do I. (many in group nod approval)

Significantly, though, a similar incident occurring in session five, but under conditions of high interaction ineffectiveness, is much better received by the group. It appears to the writer that the key factor in determining group response towards such confrontations is whether conditions of high or low interaction ineffectiveness are operative.

The writer does find that his personal sharing is generally well received, and motivates a considerable amount of openness among several group members. Though responded to hesitantly at first, some other members find a greater ease in sharing in the later sessions. The writer believes that much of the improved group climate during sessions five and six is facilitated by the ease of sharing which develops in the previous two meetings.

e. Forming a relationship of "dialogical difference" with the group when it is felt to be facilitative of interpersonal openness; a relationship affirming the writer's agreements, and authentically opposing the group with his differences. Moving from a role of primarily parliamentarian to that of being leader-participant becomes one of the primary causes for group dissatisfaction in the early sessions. Many in the group find it difficult to accept this new role change. Some interpret it as a power play, the inappropriate venture of the parliamentarian into the process of decision making. The following exchange from session three illustrates, beginning with the final

sentence of the writer's expressed differences with part of the group over the proposed personnel leave policy:

> Writer: I know many of you feel quite differently about this matter, but I feel so strongly about it that I wouldn't have been honest with you had I remained a cool parliamentarian.
>
> BK: I'm not used to you expressing yourself like this, and feel that you add an unfair advantage to the other side. (laughter)
>
> Writer: I wish I could say that as an unimpassioned parliamentarian I would quietly accept the alternative decision, but I really can't and be honest. I'll accept it, but as a member of a democratic group, my feelings about it can't be that easily changed.
>
> BK: I hear what you're saying, but you still are giving CC (leader of the opposition) a decided advantage. (laughter)

As the writer continues to both affirm likenesses and oppose differences, dealing with the dynamics that occur (such as in this exchange) a positive change is gradually effected in group response, until by session six many of the members are able to enter freely into dialogue with him, still allowing him to function in an effective parliamentarian role. The writer finds, after the group discovered that his motivation in this was to facilitate more authentic interpersonal dialogue, that this leadership behavior becomes one of the more effective ways of facilitating interpersonal sharing.

D. Impact Upon Group Climate and Productivity.

The data indicates that the members perceive productivity (less tension and greater ease in arriving at a decision) as declining slightly, leveling off during sessions three and four until the final

two sessions when it markedly increases.[15] The fact that such an increment occurs at the same time as evaluation of group climate increases[16] leads the writer to believe that in this study productivity increases in relationship to interpersonal effectiveness.

Interpersonal effectiveness seems to facilitate two identifiable changes in task output during sessions five and six. First, while the output of decisions drops, the climate in which the decisions are made improves, as indicated by category two of Table 9, in which an evaluation is made of the ten behavioral acts occurring prior to a vote on a motion.

TABLE 9

TASK OUTPUT ANALYSIS

Sessions	1	2	3	4	5	6
Number of major decisions made	10	13	11	10	9	7
Percentage of therapeutic task acts prior to decisions (Bales)	.30	.20	.20	.40	.60	.50
Number of clear-cut decisions (80% majority) reached on negative emotion topics	Topics 3 . . . . . Decisions 0	Topics 5 . . . . . Decisions 1	Topics 5 . . . . . Decisions 1	Topics 4 . . . . . Decisions 2	Topics 3 . . . . . Decisions 2	Topics 5 . . . . . Decisions 4

[15] See Chapter Three, pg. 134, Figure 23.

[16] See Chapter Three, pp. 126-128, Figures 15-19.

Secondly, as the third category in Table 9 indicates, more clear-cut decisions are reached on the negative emotion topics (such as program audits, staff changes and budget reviews) in the last three sessions than the first three.

Productivity, in terms of task output, decreases in this task group because considerably more time is taken to deal with feelings than completing the task. The writer does not experience the situation of quickly passing upon the business after a period of therapeutic interaction, as reported by another parish task group leader.[17] Some decision making has to be postponed in this group in order to weave therapeutic interventions into the task process. It is this task slowdown that precipitates group frustration over frequent therapeutic interventions and motivates the writer to become more selective in his pacing. Increased selectivity only lessens the tension, however, it does not increase the task output.

In the light of this, it seems to the writer that the therapeutic task group leader has the following dilemma: What is more important: Slowing down the task process in order to be more therapeutic, or overlooking some prime opportunities for therapeutic intervention in order to facilitate pressing business? The answer, to the writer, is found exclusively in neither alternative, but rather in a sensitivity as to which is more appropriate for the demands of the

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[17] See Chapter Two, pp. 78-79.

particular situation. When the potential therapeutic task group leader develops this, more often than not the problem of which methodology to use will take care of itself.

IV. SUMMARY OF FINDINGS

In this study, the writer attempts to interject a therapeutic dimension into a parish task group and evaluate the results. He concludes that the results of this study are not unduly contaminated by such phenomena as social desirability, and that the group responds with a varied array of negative, then positive behaviors to the leadership style of the writer.

The response is initially one of anxiety and resultant dissatisfaction with the group experience, manifested in blocking, withdrawing, asides, non-verbal tension and humorous but pointed remarks about the inappropriateness of the emphasis on the therapeutic. Continued therapeutic task leadership, however, ultimately effects a change in the group to a climate which is more attuned to the interpersonal and intrapersonal needs of the members. This is evidenced by an increasing number of therapeutic acts, even throughout the earlier sessions.

With one exception, the other leaders are affected by the writer's leadership and resultant group response. The degree to which HC, JR and HA pick up on feelings determines their leadership

status in the group. As the group increasingly begins to identify sensitivity to feelings as an important function of leadership, BM (the most interaction oriented of the leaders) emerges to fill a leadership role.

All of the leaders devote more time to task than feeling facilitation, but three (BM, HA and the writer) become identified as the more therapeutically-oriented leaders. In seeking a discriminating variable to account for this, the writer could find only two. For one thing, BM, HA and the writer score at least a standard deviation higher on the Femininity scale of the C.P.I. (which pertains to sensitivity). The Bales recorders also notice that these leaders responded by not only acknowledging the contributions of members, but also identifying with their feelings.

CC is the one leader who is not devalued by the group for his task orientedness. The writer concludes that CC manifests just enough sensitivities to feelings to not be affected by the group devaluation of excessive task orientation. Too, given the motivation of the group to finish the task (unless bound interactionally) CC's impact in this area is regarded by the group as too important to devalue. The group's change towards concern with feelings is reflected in the Bales Scores. Behaviors in categories 1, 2, 5 and 8, (therapeutic) increase in frequency and those in categories 4, 6, 7 and 9 decrease (although the sessions always contain more of the latter than the former.) There is definitely increased attention

to the feelings of fellow group members. Group participation increases and conversation flow becomes more evenly distributed. Increasingly more therapeutic interactions are made by group members between the writer's remarks, suggesting that the group is taking more responsibility for facilitating member sharing.

In looking more specifically at group response, several changes occur. Inappropriate, nontherapeutic responses, such as deferential behavior toward the writer, drop in frequency of occurrence as many members dialogue directly with one another. Many quit their non-verbal tension-release behaviors in group conflict and verbalize their feelings. Increasingly the group gets into interpersonal sharing earlier in the sessions. Blocking and withdrawal behaviors diminish significantly the last three sessions.

The deviant in the group drops out for two sessions after an encounter with CC and the writer, but is sufficiently affirmed by the group through outside contacts that he returns, manifesting far less aggressive behaviors. This experience precipitates a turnaround in the group's attitude towards therapeutic task group leadership, and represents the first of several contacts outside of the meeting for the purpose of taking care of unfinished interpersonal business.

The one identified isolate in the group, upon being given attention to his feelings, responds by more participation and a significantly upward evaluation of the group experience. Something similar happens to the four identified as low self-esteemed. In being

drawn out by both the writer and group members to share their feelings and opinions, they indicate that they feel increasingly confident about their contribution and participate more in group conversations.

There are some strong indications that the writer's modeling of therapeutic task group leadership primarily motivates these changes in group response. This is not only based upon his continually highest rank in overall leadership impact, but in the early sessions he initiates more therapeutically-oriented conversation than any other member. The writer's primary role in facilitating this change in group climate is also attested to by the observer.

Some of the writer's leadership behaviors are more effective than others in facilitating a therapeutic group climate. The opening interpersonal exercises are well responded to, as is the writer's vocalized sensitivity to potentially embarrassing experiences, such as late arrivals. It is also relatively easy to motivate the group to express their feelings about the task in the present tense. More difficult to accomplish is the eliciting of interpersonal feelings in the present tense. Ultimately some begin to express themselves in this manner, producing more ease in interpersonal sharing. Other behaviors, such as rearranged seating to widen the communication net, and attempts to involve everyone possible in the conversation are ineffective and soon discarded by the writer. Instead he begins to look for a potential readiness for response among less talkative group members, asking for their participation at that time.

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The confrontation of specific behaviors that are obviously creating high interaction in effectiveness is given good albeit hesitant response by most group members. On the other hand, the group responds with relative nonsupport to the confrontation of behavior which is not perceived as unduly interfering with the ongoing group process.

In exercising therapeutic task group leadership, the writer discovers an "appropriateness" factor; focusing on feelings in this task group is effective at points of perceived high tension and interaction ineffectiveness, but counterproductive when tension is relatively low or the interaction only mildly ineffective. Given the high group motivation to finish the task, the writer concludes that task group tolerance for interactional problems is higher than, say in a therapy group. Furthermore, it is important for a task group leader to determine that level distinguishing interactional effectiveness from interactional ineffectiveness and pace his therapeutic interventions accordingly.

The writer finds that this group becomes more productive; i.e., they experience less tension and greater ease in arriving at decisions, and make clear-cut decisions on negative emotion topics more easily and frequently. This interaction productivity, however, comes at the expense of reduction in task output. Which is more important in a given situation will depend on the leader's sensitivities; when the task group leader develops this, the problem of which methodology to use will usually take care of itself.

CHAPTER V

ADDING A THERAPEUTIC DIMENSION TO A TASK GROUP EXPERIENCE

In light of the findings of this study, the writer offers in this chapter a few of the ways a task group can be made more therapeutic without unduly interupting its flow. Illustrative excerpts are also given for each suggestion. The writer offers for suggestion only that which proves effective over his entire study. Others tried but found to be ineffective for this study are not included.

A. At the onset of the meeting, provide a structure for involving everyone in the room in one-to-one interaction, recognizing each person by name.

(From session six)

Writer: As we start out this morning, I'd like for us to do something that will help us bridge the time gap, between last meeting and this which has been planned for awhile. We've gone into the new year by nineteen days now, and we made a lot of New Year's resolutions. I think we're fairly evenly divided; therefore, would Howard and Merle face each other and Kirby and Mark, Ken and Al, Ron and Tom, Chet and Esther, El and Leonard, Minnie and Frank, Karen and Paul. I would like for each pair that I mentioned to get together for just about - oh, let's say three minutes, and let's talk about New Year's resolutions that we've already broken.

If you've broken a resolution, how about sharing it, and then with your partner share what you feel has caused you to break this. And what you would do differently if you were to start January 1 over again. Does that sound like something that you can identify with? If you haven't broken any or made any, think of one you wish you would have made, and share that. How's that. O.K. let's divide just a little bit differently now. We have Diane now in that seat, that means that Diane and Chet will be partners, Esther and Leonard, Ella and Frank,

Minnie and Paul, and then we'll have Karen and John, and I'll take Jim. Then we will have Ray and Byrdie together on this. Let's just get together for about two or three minutes and talk about our New Year's resolutions that we've either broken or that we wish we had made.

B. View every incident of the meeting as having potential therapeutic use, utilizing one when attention to the interpersonal or intrapersonal dimensions of the session is insufficient.

(From session one)

Writer: You know, I find myself in tension about the adjournment time we voted on. We're just twenty minutes away from it, and I feel your anxiety about getting this business finished; and yet I felt we shared something beautiful a while ago, even though it took a half hour. I know we've always set those times of adjournment, but I'm feeling that perhaps they take something away from us that we need to have in this group. What do you think?

BM: I agree. There are a lot I'd like to get to know better through this group, but our adjournment time seems to get in the way. I feel tense about it.

FC: I do too.

C. Share quite personally at appropriate points in the meeting.

(From session six)

Writer: Well, I'll just share with you my feelings right now. It would be lots of fun to have the financial responsibility of the church off my back, you know, and to have others responsible for generating the stewardship and giving, but when it comes right down to it, I know that it is my responsibility. It's just the fact of the case; it's my responsibility to finance this church. I can't get away from that responsibility, no matter how much I might want to. I feel that I'm more emotionally adjusted to it than, say, I was a year ago. I can ask other people to get up there and say, "let's give," or "you should be doing your part," but in the final

analysis, it comes down to my own leadership financially. These are my feelings, you know - I'm not giving an academic response; I'm just sharing how I feel.

D. Invite the group to freely react to what the leader says, without fear of recrimination.

(From session three)

PK: Long ago I came to the conclusion if we don't keep our people informed about the financial needs of their church, that they don't give as much as they would if they knew.

Writer: PK, would you run that by us again, this time telling us how you feel right now about how we inform the people about their giving?

PK: Well, I feel now like I always have; that we must keep our people informed.

Writer: Do you feel that I am at present not keeping our people sufficiently informed?

PK: I never have said that.

Writer: As strange as it sounds, I really do want to know what you feel about my handling of giving reports. Your input would really be useful to improving my role here, and I would be grateful.

PK: Well, to be frank, I don't feel you inform the people often enough about the state of the church finances.

Writer: Thanks, PK, that's helpful. I'll think about that.

E. Defuse potentially embarrassing situations.

(From session four)

Writer: DM (latecomer) would you join JA and me in our conversation. Here's a spare spot. (I always saved a seat beside me for latecomers, during the interpersonal exercises)

DM: Thank you.

DM: (After the exercise) Pastor, I want to say that I appreciated your consideration of me when I walked in late. I couldn't help it, for I couldn't get free of an appointment in Salem until 6:30. I hate to be late and was dreading walking in here, and was glad you made it easier to do it.

Writer: Do you feel that way when you walk in late to a meeting?

LF: I really, ah, do, and ah, I appreciate it not being such a hard thing; I mean, I appreciate someone showing, ah, consideration for me.

F. Confront behaviors which contribute towards high interaction ineffectiveness, and seek their transformation into group building roles.

(From session three)

CC: I feel quite strongly about all considerations of church property sales going through the Finance Committee. This is the only way we can keep tab on our assets.

HM: Every time you "feel strongly" about something, it goes through. Why don't you just "feel" about it and then maybe we can reflect on it without having to contend with a bunch of power plays.

CC: (ducking head) I'm sorry, I'm sorry; I didn't mean it that way. Old CC is going to have to take "get rid of feeling strongly" lessons.

Group: (tense laughter, then silence)

Writer: HM, if I were CC, I'd feel devastated at what you just said.

HM: I'd recommend that you quit "feeling." It might help us to quit fooling around so much in these meetings.

Writer: I guess I feel devastated now.

BM: Pastor, I appreciate your attempts to get us to be aware of each other's and our feelings, and don't agree at all with HM, though I affirm his right to say what he's feeling.

HL: It's making a difference in our group.

G. Give <u>every</u> contribution some response to indicate that the leader is attentively listening to each person.

H. Model a facilitative kind of response to negative reactions and unpleasant facts.

(From session two)

Writer: Let's have the Finance Committee report.
HC: I don't have the best news tonight. We are running $400 a Sunday behind in general giving and are five months behind on our budgets. Giving last month was $2,600 a Sunday, or $10,400.
BK: That's depressing!
Writer: Let's back off from any action for a few moments and I'd like to share with you how our financial report affects me inside each meeting. Frankly it is the one thing I don't look forward to because it is the only symbol of failure in our church. It sort of casts a pallor for me over the other good things which are happening. Does the state of our finances mean anything like that to you?
LF: It makes me feel very heavy through the rest of the meeting.
HA: I feel that we just listen to the report, get depressed, but don't ask ourselves the hard questions of how we as a group can assist our Finance Committee in motivating increased revenue. I for one would like to take some time out of tonight's agenda to affirm our willingness to work together on this problem.
BK: Yes, me too.

1. Reinforce any present-tense expression of personal feeling which occurs, affirming the speaker's contribution.

(From session three)

Writer: How do you feel about our Mountain View involvement?
SL: I feel that since First Church started the Mountain View services, that interest has dropped and only those who actually participate out there are still real interested.
Writer: SL, I appreciate your willingness to state how you feel, and can sense what you must feel, especially looking out from the inside at Mountain View.
HA: I spent last Saturday out there and while now regularly involved, could begin to feel what you must be feeling, SL.

J. Lead the group members into occasionally verbalizing their feelings about what is often taken for granted in its experience.

(From session six)

LR: Lord, we thank you for men and women of high purpose and dedication who lay aside heavy weekend responsibilities to meet together to forge out plans and contracts which will carry forth your purpose and our Christian community. We pray that this meeting will be filled with, as we are confident it is now, the sense of your presence and guidance. We ask with thanksgiving. Amen.

Writer: I'm feeling a little bit squeamish tampering with prayer, but did you notice that while asking for expressions of personal feelings, most of our prayers had to do with external circumstances. Were you aware of that? Did I fail to communicate my request? Or are we more comfortable in our prayer speaking about external things, instead of our own individual feelings.

AP: I think possibly we are programmed to pray about things and it seems even though you ask otherwise, it's easier to pray for external things when we're in company.

K. Recognize and accept the expression of uncomfortable feelings:

(From session four)

AP: I don't like the way we're handling the disposition of these small assets; yet, I really hate to make a stink about it, since it is a rather little thing.

JA: I think it's too picky a matter for us to take hours to devise policy over it.

Writer: I hear what you're saying, JA, and suppose I would side with your position on that, but I also am sensing that you have some feelings, PA, which even your awareness of the smallness of the matter hasn't diminished, and I don't want to see us run over these.

AP: Yes, I guess I still do have some feelings.

L. Dialogue differences as well as likenesses with group members, without destroying the parliamentarian role.

(From session three)

Writer: I know many of you feel quite differently about this matter, but I feel so strongly about it that I wouldn't have been honest with you had I remained a cool parliamentarian.

BK: I'm not used to you expressing yourself like this, and feel that you add an unfair advantage to the other side. (laughter)

Writer: I wish I could say that as an unimpassioned parliamentarian I would quietly accept the alternative decision, but I really can't and be honest. I'll accept it, but as a member of a democratic group, my feelings about it can't be that easily changed.

BK: I hear what you're saying, but you still are giving CC (leader of the opposition) a decided advantage. (laughter)

M. Seek to clarify all ambiguously stated remarks, especially those which are affectively-oriented.

(From session three)

HL: The chairman of the committees should take the responsibility for the mixup. There really should have been no excuse for it. People are really upset.

Writer: HL, I'm not exactly sure what you were trying to say, but I felt a lot of personal feeling coming out of those remarks. Would you mind running those remarks by us again, this time express how you personally feel about the committee chairman's role?

HL: Well, I'll try. I feel that one reason we elect the chairman is to oversee details like these that slipped up. People are upset that they didn't get seen to.

Writer: Who's upset?

HL: Well, I guess I am primarily.

Writer: When you express yourself in that way, that helps me understand what you are feeling and trying to tell us.

N. Following heated exchanges take time to explore how the participants felt during the conversation.

Writer: (to HA and HL) That was a pretty tense exchange and both strong feelings and ideas got expressed. I think we all understood the meaning of the words, but I'm wondering how you two felt during all that?

HL: Well, I was really frustrated. I guess that music was getting undue criticism and I felt defensive about it. I put a lot of hours into it and others do too, and I guess our egos do get on the line when criticized.

HA: HL, I really didn't intend to personally criticize you. I was trying to deal with the issue involved. I'm sorry if I conveyed the wrong message.

O. Utilize a short evaluation inventory designed to assess member response to especially the affective dimensions of the group experience, and to get them to consider how they can contribute to a better climate.

The writer concludes that a therapeutic task group climate is a noticeable improvement over that of the traditionally task-oriented meeting and though not brought into existence without some difficulty, is well worth the difference in personal and interpersonal growth and satisfaction with the experience.

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APPENDICES

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APPENDIX A

A HISTORICAL SKETCH OF THE CHURCH BOARD OF FIRST NAZARENE CHURCH, PORTLAND, OREGON

Founded in 1906, Portland First Nazarene was incorporated into the national denomination at its 1907 beginning in Pilot Point, Texas. The parish is the oldest Nazarene Church in the Northwest. Prior to 1963, First Nazarene was largely characterized by a sense of her history; keenly aware of her past role in the formation of the denomination in the Northwest; respectable, dignified, conservative, largely congregational in organization and spirit. The parish maintained a membership of approximately 200 during its first 50 years of existence, attracting those of a conservative perspective on religion and life. The governing board, generally consisting of strong and older (average age 45-55) conservative males, functioned democratically. While the pastor served as ex-officio chairman, the laity considered its influence to be coequal. The results were board decisions of a distinctly conservative bent, but made in an atmosphere of mutual respect and solidarity of fellowship. A survey of meeting minutes, combined with interviews of several former members, affirms that as much time was devoted to sharing each other's needs in prayer as deliberating upon the business at hand.

In 1963 a rather dramatic change was inaugurated in both leadership style and group climate. The incoming pastor, dynamic and dominant in personality, liberal in theology, challenged the conservative perspective of the church and organizational structure of the governing board. He was sufficiently skilled in leadership techniques to rearrange the governing structure and replace some of the conservatives with newer, younger members sharing his viewpoint. The role of the board began to change to one of affirming programs proposed and directed by the minister-chairman. Sharing and prayer consumed little or no time in the meeting, and deliberation upon the task increasing amounts. The minutes pointed to interpersonal conflicts increasingly characterizing the meetings. No identifiable therapeutic means of intervention was used to acknowledge or resolve the differences. While the organizational shift was successful, the tenure of the pastor was not, resulting in his resignation nine months later.

The succeeding pastor remained on the job for seven years. A Ph.D. in Social Psychology, gifted with administrative skills, he completed the organizational changes the former minister had begun.

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The congregation tripled in size with over half the increase coming from outside the Nazarene denomination. These were more liberal in theology and behavior, generally younger in age (30-45). The makeup of the governing board gradually changed, under his leadership, to include representatives of this newer group. The self-understanding of the parish changed during this time from one with a commitment to preserving denominational history and theological integrity, to a perception of its ministry as being the harbinger of change within the denomination. The interpersonal conflict surrounding this change never disappeared, but abated considerably under the interpersonally gifted skills of the minister.

Advancing program ideas considerably sophisticated and in advance of the member's own thinking, the minister forged the governing board increasingly into an affirming body for his legislation. The board membership had great confidence in this man, and responded affirmatively to his leadership, which was skillfully directive, rather than facilitative. Meetings became shorter in duration, with usually less than an hour given to acting upon decisions recommended for passage by board committees. Little time was given to any conversation except that dealing directly with the task; in fact, the minister sought to defuse any negative feelings about fellow members, discerned in one-to-one conversation, with the individual long before the meeting. The group was rewarded for keeping the meetings short, thus minimizing the occurence of conversation devoted exclusively to interpersonal sharing. The modeling of the chairmen conditioned members to take care of the business in the meeting and address interpersonal concerns through other experiences.

The next pastor sought to mitigate the increasing task orientedness of the board experience by giving some attention to interpersonal concerns, but it became a counterproductive effort, resulting in considerable tension. The writer, not being present during this time, has found the reasons for the conflict, resulting in the pastor's resignation eighteen months later, difficult to sort out and analyze. Conversations with the principals have produced a plethora of viewpoints on the reasons for the crisis, which nearly fractured the parish community. It is his conclusion, however, that the primary reasons for the board conflict during this pastor's tenure were three. First, many board members, enchanted with the statistical and program success facilitated by the previous minister's leadership, did not appreciate a new leadership style which, in their judgment, did not secure the continuation of such success. They viewed his leadership as attempting a return to a more traditional approach to church programming and community, and viewed with considerable alarm the return to influence of the more conservative members. Secondly, the pastor did not model a sufficiently open and interpersonal sensitivity to defuse the feelings aroused by this perceived attempted transition of emphasis. A survey of the minutes

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suggests that as the conflict on the board continued, the minister became increasingly defensive and self-protective rather than open, facilitative, resolution-oriented in his interpersonal behavior. Thirdly, the resultant relational impasse created a climate in which the vying for leadership became the dominant experience, thereby increasingly destroying interpersonal trust and task efficiency.

Upon the resignation of the pastor in the winter of 1972 and the arrival of the writer, five months had transpired. During this period of time new board elections were held, with a sixty percent turnover. Most of those resigned over what they reported to this writer to be interpersonal frustration and disillusionment with the board experience. Some were not re-elected. Those who continued serving did so primarily out of a sense of loyalty and concern for viability of the church board as a governing instrument. As one of these put it: "Our church has too much at stake for all of us to abandon the ship." Some of those newly elected were representatives of the traditionalists agreeing to serve in order to secure a more conservative tone to the board. Others were elected by the more progressive constituency to guard their interests. It must be said in fairness to these groups, that their concern did not turn out to be that provincial. They were more interested in the reintegration of their church under some acceptable aegis of common purpose, and when they were satisfied that this was happening, several of them resigned from board membership the following year, (accounting for some of the fifty-percent turnover that preceded the reconstitution of the group participating in this study.)

Much of the writer's board leadership activity during his first year consisted in hearing out in private, the divergent opinions and feelings of the respective members and seeking to integrate as much of this expression as possible into concrete legislative proposals for them. The clearly articulated expectation was that a strong leader would develop a program around which most disparate members could unite, and would return the climate of the meeting to the shorter, more task-oriented one of three years before. An early attempt to reverse this by more group-centered climate in the meeting failed, [1] but the board was very responsive to do such leadership modeling at a subsequent retreat. In fact, it can be said that most of the deep interpersonal sharing and reconciliation work among board members occurred in retreat and seminar settings, or in one-to-one conversation over lunch,

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[1] I attempted to create a climate of sharing by suspending the task process for significant periods of time, filling the time with structured interpersonal exercises. The attempt, noted above, was not successful.

and not during the actual meetings. The model for a good board meeting was considered to be a brief, structured, non-affected group dialogue over and response to committee action in which task facilitation was the primary, if not exclusive experience. The group did not want to engage in the kind of dynamics I had modeled earlier, preferring, they stated, that those interested in interpersonal sharing fulfill their needs elsewhere.

By the end of the first year the climate of the board meeting was one of basic unity in perspective upon church objectives, but return to a predominately task-oriented process. In the writer's judgment, there was more unity over task goals than what had been experienced for several years, but still no regular means by which the board could become a sharing fellowship in and through the task process. Out of this dilemma came the idea and decision to experiment with maintaining the psychological climate of the task group, but to attempt through the process to introduce and model therapeutic overtones.

In summary, the history of the governing board is one of transition from an informal, interpersonally open, more affectively tuned group, to one which reflected the more formal impersonal, efficiency oriented corporate mentality of many larger churches of the nineteen-sixties. The transition, in this writer's opinion, occurred for several reasons. First, the increasing complexity of programming in a growing parish, demanding an elaborated administration by small committee, coupled with an increasingly commuting congregation, too infrequently interacting to really know one another, lent to an impersonal approach to problem solving.

Secondly, the more progressive leadership, businessmen, corporate officials, and educational administrators, encouraged by a management-oriented minister, found it easier to adapt their vocational management style to the operation of the church board. Thirdly, this more impersonal, task-oriented style provided, in the minds of the leaders, an efficient way to facilitate the business, even during the relational controversy preceding this writer's coming. This is not to imply that these leaders rode rough shod over the feelings of others. Indeed, the more gifted had considerable sensitivities for member's feelings; but concern for these was generally viewed as secondary to the completion of the task. In-depth dealing with feelings for their own sake, was thought to better occur in the one-to-one setting.

Finally, the unpleasant relationship emphases of the previous administration, coupled with the perceived superior effectiveness of the primarily task-oriented meeting, made the board resistant to seek

an alternative group process to accommodate what had been perceived as an anxiety-laden experience. Because of these factors, it became obvious to the writer that before any significant change could occur in the climate of our board meetings, the priority had to be raised and the fear diminished, of member concern about the expression of feelings in the meeting. To this end, the research project was primarily devoted.

APPENDIX B

SOCIOMETRIC DATA

August 13 Present (23)

1. Which members stood out most definitely as leaders during this session?
   (14) Rodda, (9) Cowley, (7) Hill, (4) Johnson

2. Which persons were most helpful in your coming to a position on the item of business?
   (9) Hill, (8) Cowley, (7) Johnson, (5) Rodda, (2) Hillier

3. Who best understood you and accepted your feelings?
   (9) Rodda, (4) Bradford, (3) Richards, (2) Freeman, (1) Cowley, (1) Brumfield, (1) Jim Aarhus, (1) Pemberton, (4) No Choice

4. Which individual was more effective as a leader?
   (13) II, (6) III, (2) Equally, (2) No Choice

Name	Question 1	Question 2	Question 3	Question 4
Hansford	Rodda & Hill	Hill & Cowley	Rodda & Richards	Equally
Freeman	Rodda	Johnson	Rodda & Bradford	3
Bradford	Rodda & Cowley	Hillier	Rodda	2
Sterner	Hill	Hill	Cowley & Freeman	2
Brumfield	Cowley & Rodda	Cowley	Rodda	2
Tompkins	Hill & Johnson	Hill & Cowley	Bartholomew	2
Bartholomew	Rodda	Rodda & Johnson	Richards	2
Jim Aarhus	Hill & Rodda	Hill	Rodda	3
Lay	Rodda & Hill	Hill	No Choice	2
Anderson	Cowley	Rodda & Johnson	Jim Aarhus	2
Hoyle	Cowley & Rodda	Hill & Rodda	Pemberton	3
Mostul	Hill & Johnson	Hill	Rodda	No Choice
Ross	Rodda	Johnson & Rodda	No Choice	2
Cowley	Rodda & Hill	Johnson	Rodda	3
Rodda	Rodda & Cowley	Cowley	Hoyle & Bradford	Equally
John Aarhus	Cowley & Rodda	Johnson	Bradford	2
Hill	Rodda & Cowley	Cowley	No Choice	2
Hillier	Johnson	Johnson	Brumfield	2
Johnson	Rodda & Cowley	Cowley	Rodda	3
Pemberton	Hillier	Hill & Hillier	Bradford	2
Richards	Rodda	Rodda	Rodda	3
David	Johnson	Hill & Cowley	Freeman	2
Hinds	Cowley	Cowley	No Choice	No Choice

September 10 Present (21)

1. Which members stood out as leader?
   (11) Rodda, (10) Cowley, (9) Hill, (3) Johnson

2. Which persons were most helpful in thinking through the task?
   (8) Hill, (7) Cowley, (6) Johnson, (5) Rodda, (3) Hillier,
   (1) Tompkins, (1) Hoyle

3. Who most accepted your feelings?
   (9) Rodda, (5) Bradford, (3) Cowley, (2) Hoyle, (1) Johnson,
   (1) Freeman, (1) Pemberton, (5) No Choice

4. Which is more effective?
   (14) II, (5) III, (1) Equally, (1) No Choice

Name	Question 1	Question 2	Question 3	Question 4
Bradford	Cowley & Rodda	Cowley	Rodda	3
Ross	Rodda & Hill	Rodda & Hill	Johnson & Rodda	2
John Aarhus	Cowley	Cowley & Johnson	Bradford	2
Puckett	Cowley & Johnson	Hill & Rodda	No Choice	2
Richards	Hill	Hill & Johnson	Rodda	3
Hillier	Cowley	Cowley & Johnson	Rodda & Hoyle	3
Hoyle	Rodda & Hill	Cowley	Cowley	2
Cowley	Rodda & Cowley	Hill & Hillier	Hoyle	3
Hinds	No Choice	Rodda	No Choice	2
Rodda	Cowley & Hill	Hill & Hillier	Hoyle	Equally
Jim Aarhus	Hill & Rodda	Hill	Rodda	2
Mostul	Rodda & Cowley	Cowley	Pemberton & Cowley	2
Pemberton	Johnson	Johnson	No Choice	2
Johnson	Rodda & Hill	Rodda & Tompkins	No Choice	2
Bartholomew	Hill	Hill	Bradford	No Choice
Tompkins	Hill & Cowley	Johnson & Hill	Rodda	2
Hansford	Rodda & Cowley	Cowley	Freeman & Rodda	3
Hill	Rodda	Rodda	No Choice	2
Freeman	Rodda	Hillier	Rodda	2
Brumfield	Johnson & Cowley	Cowley & Hoyle	Cowley	2
Anderson	Hill & Rodda	Johnson	Rodda	2

October 8 Present (22)

1. Which members stood out as leaders?
   (12) Hill, (8) Rodda, (8) Cowley, (4) Johnson, (2) Hillier,
   (1) No Choice

2. Which persons were most helpful in thinking through the task?
   (9) Hill, (9) Cowley, (6) Johnson, (4) Rodda, (4) Hillier,
   (1) No Choice

3. Who accepted your feelings the most?
   (7) Rodda, (4) Hill, (4) Bradford, (3) Cowley, (2) Hoyle,
   (1) Freeman, (1) Brumfield, (1) Mostul, (1) Anderson, (1) Johnson,
   (1) Hillier, (4) No Choice

4. Which was more effective?
   (14) II, (4) III, (2) Equally, (2) No Choice

Name	Question 1	Question 2	Question 3	Question 4
Hillier	Cowley	Cowley	Rodda & Hoyle	2
Tompkins	Hill & Johnson	Hill & Hillier	No Choice	2
Puckett	Hill	Johnson	Cowley & Hill	2
Hansford	Hill & Cowley	Hill & Cowley	Rodda	Equally
Freeman	Cowley & Hill	Cowley	Rodda & Bradford	3
David	Hill	Hill	Hill	2
Brumfield	Johnson & Hillier	Johnson & Hill	Mostul	2
Bartholomew	Hill	Hill	Anderson & Hill	2
Sterner	Hill & Rodda	Hill & Cowley	Hoyle & Rodda	3
Ross	Hill	Hill & Johnson	No Choice	2
Anderson	Hill & Rodda	Rodda	Freeman & Hill	2
John Aarhus	Cowley	Hillier & Cowley	Rodda	3
Jim Aarhus	Rodda	Johnson	Cowley & Hillier	2
Mostul	Rodda & Cowley	Cowley	Brumfield & Hill	2
Lay	Hill & Johnson	Hill	Bradford	2
Hoyle	Cowley & Rodda	Hillier	Cowley & Rodda	3
Rodda	Cowley & Hillier	Cowley	Hoyle	Equally
Richards	Hill	Hill & Johnson	Bradford	No Choice
Hill	Rodda & Johnson	Cowley	No Choice	2
Cowley	Hill & Rodda	Johnson & Hillier	Rodda & Johnson	2
Johnson	Cowley	Cowley & Rodda	Bradford	2
Hinds	No Choice	No Choice	No Choice	No Choice

November 5 Present (20)

1. Which members stood out as leaders?
   (9) Rodda, (8) Cowley, (5) Hill, (4) Johnson, (3) Bradford
   (3) Hillier

2. Which persons were most helpful in thinking through the task?
   (10) Cowley, (7) Johnson, (6) Rodda, (5) Hill, (5) Bradford,
   (5) Hillier

3. Who accepted your feelings the most?
   (9) Rodda, (6) Bradford, (3) Johnson, (3) Hillier, (2) Cowley,
   (2) Hoyle, (2) Hill, (2) No Choice

4. Which was more effective?
   (9) II, (7) Equally, (4) III

Name	Question 1	Question 2	Question 3	Question 4
Richards	Rodda	Johnson & Bradford	Bradford	Equally
Hillier	Rodda, Cowley & Bradford	Cowley & Bradford	Hoyle & Johnson	Equally
Mostul	Hill & Hoyle	Rodda & Hill	Rodda	2
Pemberton	Hillier	Hillier	Rodda	3
Ross	Rodda & Cowley	Cowley	No Choice	2
David	Johnson	Hillier	Hill	2
Jim Aarhus	Cowley	Cowley & Bradford	Johnson	Equally
Freeman	Rodda & Hillier	Hillier & Rodda	Rodda & Bradford	Equally
John Aarhus	Hill & Johnson	Hill & Johnson	Hill	2
Sterner	Hill & Cowley	Cowley	Cowley & Hillier	3
Hansford	Cowley	Hill & Cowley	Rodda	3
Lay	Hillier & Hill	Hill	Hillier	3
Bradford	Rodda	Hillier & Johnson	Rodda & Hillier	Equally
Cowley	Rodda & Bradford	Bradford & Johnson	Rodda	2
Brumfield	Johnson	Johnson & Cowley	No Choice	2
Puckett	Rodda	Rodda & Cowley	Rodda & Hoyle	2
Johnson	Rodda & Cowley	Rodda, Cowley & Hillier	Rodda & Cowley	Equally
Hill	Cowley	Johnson & Rodda	Johnson	2
Rodda	Cowley, Hill, Johnson & Bradford	Cowley, Hill, Johnson & Bradford	Bradford	Equally
Hoyle	Rodda	Rodda & Cowley	Rodda	2

December 10 Present (20)

1. Which members stood out as leaders?
   (10) Rodda, (8) Cowley, (6) Johnson, (4) Hill
   (4) Bradford, (3) Hillier

2. Which persons were most helpful in thinking through the task?
   (9) Cowley, (7) Rodda, (7) Johnson, (5) Hillier, (5) Bradford
   (3) Hill, (1) Richards

3. Who accepted your feelings?
   (8) Rodda, (6) Bradford, (4) Cowley, (4) Hillier, (3) Johnson
   (2) Hoyle, (2) Pemberton, (1) Richards, (1) Hill

4. Which was more effective?
   (9) Equally, (6) III, (5) II

Name	Question 1	Question 2	Question 3	Quest.4
Anderson	Bradford & Johnson	Bradford & Cowley	Cowley & Johnson	Equally
Bartholomew	Rodda	Hillier & Rodda	Pemberton & Hillier	Equally
Hansford	Rodda & Cowley	Cowley & Richards	Cowley & Bradford	2
Hill	Rodda & Bradford	Rodda, Bradford & Cowley	Rodda	2
Hillier	Cowley & Johnson	Johnson & Rodda	Johnson & Bradford	Equally
Hoyle	Hillier & Cowley	Cowley & Hill	Hillier	Equally
Johnson	Rodda & Cowley	Rodda & Cowley	Rodda, Cowley & Bradford	Equally
Pemberton	Hill	Hill	No Choice	2
Mostul	Hillier & Cowley	Hillier, Cowley & Johnson	Rodda & Johnson	3
Brumfield	Rodda & Johnson	Cowley & Johnson	Rodda & Hillier	3
Rodda	Rodda, Cowley & Bradford	Cowley, Bradford & Johnson	Bradford & Richards	3
Tompkins	Hill & Cowley	Hill & Hillier	No Choice	2
Sterner	Rodda & Hill	Rodda	Rodda & Hoyle	3
Richards	Johnson & Bradford	Johnson & Hillier	Bradford & Pemberton	Equally
Bradford	Rodda & Johnson	Johnson & Richards	Hillier & Bradford	Equally
Ross	Johnson	Cowley	Rodda	3
Puckett	Hill	Bradford	Hoyle, Pemberton	3
Jim Aarhus	Rodda & Hillier	Rodda & Hillier	Rodda & Cowley	Equally
John Aarhus	Hillier	Richards, Bradford	Hill	2
Cowley	Rodda	Rodda & Johnson	Johnson & Rodda	Equally

January 19 Present (21)

1. Which members stood out as leaders?
   (13) Rodda, (9) Hill, (5) Johnson, (4) Hillier, (4) Bradford

2. Which persons were most helpful in thinking through the task?
   (11) Rodda, (8) Hill, (6) Hillier, (5) Johnson, (4) Bradford
   (2) Anderson, (1) Mostul, (1) Puckett

3. Who accepted your feelings?
   (13) Rodda, (5) Bradford, (4) Hillier, (3) Johnson, (3) Hill
   (2) Freeman, (2) Richards, (1) Jim Aarhus, (1) David, (1) Lay
   (3) No Choice

4. Which was more effective?
   (8) Equally, (7) II, (6) III, (1) No Choice

Name	Question 1	Question 2	Question 3	Question 4
Jim Aarhus	Rodda & Hill	Rodda	Rodda	3
Sterner	Rodda & Hillier	Hill & Puckett	Lay	3
Rodda	Hill & Rodda	Rodda & Anderson	Johnson & David	3
Johnson	Rodda	Rodda & Bradford	Rodda & Aarhus	Equally
Hinds	Rodda & Hillier	Hillier & Rodda	Rodda	2
David	Rodda & Bradford	Hillier & Bradford	Bradford & Rodda	3
Hillier	Johnson & Hill	Johnson & Rodda	Rodda	Equally
Pemberton	Johnson	Hill & Anderson	Rodda	2
Lay	Rodda	Hill	Richards	Equally
Mostul	Rodda & Bradford	Hill & Rodda	Bradford	Equally
Puckett	Johnson	Hillier & Bradford	Rodda & Hill	2
Richards	Hillier, Hill & Rodda	Hillier & Rodda	Freeman & Rodda	Equally
Ross	Hill & Bradford	Hill & Johnson	Rodda & Richards	Equally
Freeman	Rodda	Hillier & Bradford	Rodda & Hillier	Equally
John Aarhus	Hillier	Hill	No Choice	2
Anderson	Johnson & Hill	Johnson & Hillier	Rodda	2
Brumfield	Hill	Rodda	No Choice	No Choice
Bradford	Rodda & Johnson	Rodda & Johnson	Rodda & Freeman	Equally
Hansford	Rodda & Bradford	Rodda	Anderson & Bradford	2
Hill	Rodda	Mostul & Rodda	Rodda	3
Tompkins	Hill	Hill & Johnson	No Choice	2
Bartholomew	Hill	Rodda & Hill	Rodda & Hillier	3

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APPENDIX C

ANDERSON DATA

ANDERSON SHEET: August 13

	A	B	C	D	E	F	G	H	I	J
HE	3	3	2	2	3	5	5	3	3	2
FC	3	4	3	4	3	4	4	5	2	4
BM	4	2	4	4	3	4	5	4	3	4
SL	6	5	5	5	5	6	7	6	4	1
KB	3	4	4	5	3	2	4	3	3	3
TE	2	3	5	3	2	3	5	4	4	2
BK	5	4	6	4	3	5	5	4	3	2
JA	5	5	5	4	4	5	4	5	3	3
LF	6	6	6	5	5	6	5	6	5	1
AP	3	3	4	3	2	4	4	4	2	4
HL	4	4	4	4	3	4	5	5	3	4
MT	3	2	4	3	4	5	4	4	2	2
RH	4	4	3	4	3	4	5	5	4	3
CC	4	5	5	5	5	6	6	6	3	5
RA	2	4	3	1	2	2	3	3	1	5
AJ	5	4	5	4	4	5	6	5	4	4
HC	6	6	6	6	6	6	6	7	5	4
HA	4	5	5	3	3	3	5	5	3	4
JR	5	4	5	3	4	5	5	5	2	3
PM	4	3	5	2	2	4	4	4	3	3
RM	5	4	6	4	4	5	5	6	4	3
DM	5	4	4	5	5	4	5	5	3	2
HM	1	2	4	2	1	3	3	3	1	2
Mean	4.00	3.91	4.48	3.70	3.43	4.35	4.78	4.65	3.04	3.04

ANDERSON SHEET: September 10

	A	B	C	D	E	F	G	H	I	J
BM	3	3	5	3	6	4	4	3	2	4
RH	4	3	3	3	4	5	5	5	4	2
AJ	4	2	5	4	3	4	5	6	4	4
PK	5	5	6	4	6	5	6	6	5	4
RM	4	4	5	3	5	5	7	5	3	3
HA	4	5	5	3	3	4	5	4	3	4
HL	3	4	3	2	3	4	5	4	2	3
CC	5	5	4	4	5	4	5	4	4	4
HM	3	2	3	2	2	2	3	1	2	1
RA	3	2	3	1	2	2	4	2	2	3
JA	5	4	5	3	4	5	6	4	4	3
MT	4	5	5	4	6	6	5	4	4	2
PM	3	3	4	2	3	3	3	3	2	2
JR	5	5	6	4	5	5	6	6	5	3
BK	4	3	3	2	3	4	4	3	3	2
TE	5	5	5	4	5	4	5	6	4	2
HE	5	5	6	6	5	5	6	5	5	2
HC	6	6	7	6	6	7	6	6	5	5
FC	4	4	5	3	4	4	4	3	3	3
KB	3	2	2	3	5	4	3	3	2	3
AP	4	4	6	4	4	5	6	4	2	3
Mean	4.10	3.86	4.57	3.33	4.24	4.33	4.90	4.14	3.33	2.95

ANDERSON SHEET: October 8

	A	B	C	D	E	F	G	H	I	J
HA	5	5	6	3	5	5	6	5	4	4
TE	4	4	4	3	4	3	4	5	3	1
PK	6	5	6	4	5	5	6	5	4	3
HE	6	5	5	4	4	4	6	6	5	2
FC	4	3	4	3	2	3	4	4	2	3
DM	5	4	5	3	4	4	5	4	3	2
KB	4	4	3	2	2	3	4	4	2	2
BK	4	5	5	3	4	4	5	5	4	2
SL	6	7	7	5	6	7	7	7	6	1
RH	2	3	2	1	3	3	3	3	2	1
AP	4	4	4	3	2	4	5	4	3	4
AJ	5	5	6	4	5	5	6	5	4	2
JA	4	4	4	2	2	3	4	4	3	3
MT	4	3	3	3	3	3	4	4	3	2
LF	6	5	5	4	5	6	6	7	5	2
HL	4	4	3	3	4	4	4	4	3	3
RA	2	2	2	1	1	2	2	2	1	3
RM	3	2	2	2	2	3	3	3	2	3
HC	5	6	6	5	6	6	7	6	5	4
CC	5	4	4	4	5	5	6	5	3	5
JR	4	3	3	2	3	3	4	3	2	3
HM	1	1	2	1	1	2	2	1	1	1
Mean	4.23	4.00	4.14	2.95	3.55	3.95	4.68	4.36	3.18	2.54

ANDERSON SHEET: November 5

	A	B	C	D	E	F	G	H	I	J
RM	6	6	5	5	5	5	7	6	4	5
HA	6	5	6	5	4	6	6	6	5	5
MT	5	5	5	4	4	5	5	5	4	4
PM	6	6	6	6	5	6	7	6	5	3
RH	4	5	5	3	4	5	5	5	4	3
DM	3	3	4	3	3	4	5	4	3	3
JA	6	5	6	5	4	5	6	6	5	5
FC	7	6	6	5	4	6	7	6	5	6
AJ	5	4	5	5	3	5	6	5	4	4
SL	6	5	6	6	5	5	6	5	5	5
HE	5	5	5	3	2	4	5	5	4	4
LF	5	6	6	4	4	5	6	6	5	3
BM	5	5	5	4	3	5	7	5	5	5
CC	6	6	4	4	3	4	6	6	4	5
KB	4	4	4	2	2	3	3	4	4	4
PK	6	5	7	5	4	5	6	7	6	5
JR	6	5	6	5	3	5	6	6	5	6
HC	5	6	6	5	5	6	7	6	4	6
RA	4	5	5	4	2	4	5	5	4	4
HL	4	5	4	3	3	4	5	5	3	5
Mean	5.20	5.10	5.30	4.30	3.60	4.85	5.80	5.45	4.40	4.50

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ANDERSON SHEET: December 10

	A	B	C	D	E	F	G	H	I	J
AP	6	6	6	6	5	7	7	7	6	6
BK	6	5	7	6	6	7	6	6	7	6
HE	5	5	6	4	4	5	6	5	5	6
HC	5	7	7	6	5	6	7	6	4	5
HA	6	7	7	6	5	6	7	7	6	6
HL	7	6	7	7	7	7	7	7	6	5
JR	6	6	6	5	5	6	6	7	6	6
PM	5	5	5	4	4	4	4	5	5	4
MT	6	7	7	7	6	7	7	7	5	5
KB	6	6	6	6	5	6	7	7	6	6
RA	6	6	6	5	5	6	6	7	6	7
TE	5	5	6	4	4	4	5	5	4	6
SL	6	6	7	7	6	7	7	7	6	7
BM	7	7	7	7	6	7	7	7	7	7
RH	6	5	5	6	5	5	6	6	6	5
PK	6	6	5	6	6	6	6	7	6	5
JA	6	6	6	6	6	7	7	7	7	5
AJ	5	6	6	5	4	4	5	5	6	5
RM	7	7	7	6	6	7	7	7	6	6
Mean	5.89	6.00	6.26	5.74	5.26	6.00	6.32	6.42	5.79	5.68

ANDERSON SHEET: January 19

	A	B	C	D	E	F	G	H	I	J
JA	5	6	5	6	6	6	7	6	6	5
SL	6	7	6	7	6	7	7	7	6	6
RA	6	5	6	6	5	6	6	6	5	6
JR	5	6	6	7	6	5	7	5	6	6
HM	6	5	6	5	4	5	6	5	5	4
DM	5	6	6	6	5	6	7	6	6	5
HA	6	6	5	5	6	7	6	6	5	5
PM	5	5	6	5	5	5	5	6	5	4
LF	6	7	6	6	6	7	7	7	7	6
MT	6	6	6	7	6	7	6	6	6	5
PK	6	6	7	5	6	6	7	7	6	6
RM	7	7	6	6	6	7	7	6	6	6
RH	6	6	6	6	6	6	6	7	6	5
FC	7	7	7	7	6	7	7	7	6	7
AJ	5	6	5	4	4	4	6	5	5	6
AP	5	5	6	5	4	5	6	6	5	6
KB	6	5	6	4	5	5	6	6	4	4
BM	6	6	7	6	6	6	7	7	6	7
HE	5	5	6	5	4	5	5	6	6	5
HC	6	6	6	6	5	6	6	6	5	5
TE	5	5	6	5	5	5	5	5	5	5
BK	6	6	6	6	5	6	5	7	6	6
Mean	5.73	5.86	6.00	5.68	5.32	5.86	6.23	6.14	5.59	5.45

APPENDIX D

ANDERSON EVALUATION OF MEETING TO MEETING CHANGE

Your Evaluation of the Changes Occurring Between Session I and 3

This is a check list to help you evaluate the changes in the below listed areas which you believed occurred between Session I (August 3, 1973) and Session 3 (October 8, 1974). Using the Number 4 on each scale to represent a "no change" midpoint, fill out the form as follows. If you feel that there was no change, for example in "communication of ideas" between Session I and 3, circle No. 4. If there was a change towards better communication, mark the degree of change you felt occurring, using Numbers 5, 6 or 7. If you felt that there was a change towards poorer communication, mark the degree of change with Numbers 3, 2 or 1. Of course, Numbers 1 and 7 would indicate "considerable change" while 2, 3 and 5, 6, would represent lesser degrees of change.

A. RESPONSIBLE PARTICIPATION was lacking. We served our own needs. We watched from outside the group. We were "grinding our own axes."	1 2 3 4 5 6 7	A. RESPONSIBLE PARTICIPATION was present. We were sensitive to the needs of our group. Everyone was "on the inside" participating.
B. LEADERSHIP was dominated by one or more persons.	1 2 3 4 5 6 7	B. LEADERSHIP was shared among the members according to their abilities and insights.
C. COMMUNICATION OF IDEAS was poor, we did not listen. We did not understand. Ideas were ignored.	1 2 3 4 5 6 7	C. COMMUNICATION OF IDEAS was good. We listened and understood one another's ideas. Ideas were vigorously presented and acknowledged.
D. COMMUNICATION OF FEELINGS was poor. We did not listen and did not understand feelings. No one cared about feelings.	1 2 3 4 5 6 7	D. COMMUNICATION OF FEELINGS was good. We listened and understood and recognized feelings. Feelings were shared and accepted.

E. AUTHENTICITY was missing. We were wearing masks. We were being phony and acting parts. We were hiding our real selves.	1 2 3 4 5 6 7	E. AUTHENTICITY was present. We were revealing our honest selves. We were engaged in authentic self-revelation.
F. ACCEPTANCE OF PERSONS was missing. Persons were rejected, ignored, or criticized.	1 2 3 4 5 6 7	F. ACCEPTANCE OF PERSONS was an active part of our give-and-take. We "received one another in Christ," recognizing and respecting the uniqueness of each person.
G. FREEDOM OF PERSONS was stifled. Conformity was explicitly or implicitly fostered. Persons were not free to express their individuality. They were manipulated.	1 2 3 4 5 6 7	G. FREEDOM OF PERSONS was enhanced and encouraged. The creativity and individuality of persons was respected.
H. CLIMATE OF RELATIONSHIP was one of hostility or suspicion or politeness or fear or anxiety or superficiality.	1 2 3 4 5 6 7	H. CLIMATE OF RELATIONSHIP was one of mutual trust in which evidence of love for one another was apparent. The atmosphere was friendly and relaxed.
I. PRODUCTIVITY was low. We were proud, fat and happy, just coasting along. Our meetings were irrelevant; there was no apparent agreement.	1 2 3 4 5 6 7	I. PRODUCTIVITY was high. We were digging hard and were earnestly at work on the tasks. We created and achieved something.

APPENDIX E

OBSERVER'S REPORT ON THE PROJECT

(Dr. Frank Strange)

Let's talk first about the problem you faced at the onset of this study. It seemed to me then, that you really helped highlight some of the internal structure that was in people's minds about their participation in groups in general, and certainly their idea of participation in a church body, with this expectation of a highly structured role where they would be asked to do certain things and they would do them - very responsibly. They're all very responsible people, but were waiting to be told how they were to function, and so they responded to the more structured thing of the chairman following the agenda as if that were more natural - that was what they seemed to expect. Also it was task-oriented in which they seemed to think of their role there as being to act only on the business. Now this makes it quite difficult for a facilitator who's trying to work at bringing up more than a content thing; and it's probably true that the majority of our tasks have a personal or emotional aspect to it, but it's difficult to get at that even in a group where part of the initial commitment is that we're going to get at the underlying feeling.

So then, how able were you in functioning as a participant-observer? I felt that you then had a very difficult role to play as participant and as observer. I can't really comment on your role as an observer so much; that will come out in the things you've observed, but I felt you functioned extremely well as a person to help feed back to the group what they were doing. You were able to comment on what was happening. What you saw going on you gave excellent feedback to the people who were there, "did you notice this and did you notice that" - and they were learning. I felt some breakthrough as a result of your feedback, but not nearly what both you and I wanted, though. Maybe if they'd continue in that role for a couple of years, they might break through. They've had such little time and there were very important things to be decided; and they felt their representative role, and that makes it hard, then, for them to jump over to look at their own personal reactions. So I felt that you did very well in the role of

participant/observer with a difficult transitional sort of thing. I was very pleased with how you could experiment with some different things. I like the night that we started, you had someone else in the chair and then you moved away for a few moments to introduce a real dynamic of change. I felt that flowed much more readily. Your leaders showed skill in running their own style, which was task-oriented. But that got in the way of your role and made it very difficult for you who tried to model something different. I think the thing you did in going it alone for awhile was the only way to make it work in any short period of time.

Now let's move over into your conduct as a leader, particularly how you facilitated or succeeded in the personal sharing and what impact the leadership modeling had on the other identified leaders. First, I like your style of leadership. I think you're able to, as I've observed you in that role, do very well with the role of facilitator as opposed to director and that's very interesting. I must say something about the role in which you're perceived as pastor, because they see you as a person who does have something definitively to say, however they describe their pastor in terms of the role of minister. These things were there. You were in no way getting away from those responsible roles, but you were also allowing them to make a different kind of movement by being a teacher in the sense of getting them to come up with answers, I felt that worked. You probably discussed this in your different places, but the complexity of the role is very difficult and perhaps helps us clarify the role from the various aspects of it as seen by the people who we're working with then our own. You can't change your own very rapidly, if you're not working on changing those of the other people. I think the fact that you started out with a basically new group made it easier in that there were not a lot of tough patterns for that group to change (though, of course, there were some, because they'd all worked on projects together and known each other elsewhere). As a group as a whole, they didn't have a lot of patterns to break down. But there were enough expectations about the nature of the group that you couldn't break through in such a limited experience. I think that kind of work probably needs to be done in the Board Retreat you had. You can change more rapidly when you do get together to really focus in on what are our role expectations of each other. Thus, you can do away with the agenda, so that it relieves them of the responsibility of making decisions and gives them very great responsibility in looking into themselves and seeing that as a part of being a responsible person, so it is all seen very positively, but not a shirking in any way. I think you did

XUM

some of that but that one shot has to keep going on and on. Your role, then, is helping them share. I think a number of times you shared your reaction to things and got them to share theirs, this was a great accomplishment for the limited time you had.

The last two sessions were particularly beautiful. You really shared. I think I felt it more in the feeling tone than say in the recorded behavior. There were some very good examples of people responding personally but I guess my expectations about that kind of behavior were not very high. . .not like in a sharing group. But I felt it was there. There really was an intunement and empathy and it was drawn from seeing you as a model. I think that was very, very meaningful, and I would think it would have carried over to future meetings. So your modeling as a leader had a very good impact. How did that effect the identified leaders? I think those that I saw as leaders were examining their own role, but still fairly privately. There was some speaking out, but I think your modeling more set in motion within people the analysis of themselves. They didn't come out with all of that; they weren't ready to; the setting just wasn't geared for that. I would imagine you would have heard more of that in individual conversation that people had with you later, or it might come up in small committees. The people there still had their job definition when they got together and an expectation that they were not going to be dealing with personal feelings.

I felt that what you did was extremely helpful, such as the exercises. That set a tone, got them thinking. You had a very nice technique. It moved the group closer together but it also allowed a certain amount of laughter. That helped to ease tensions and gave a less serious feeling about being there.

I felt that the group was becoming more of a group at the end. I don't know that there was any growth in really being a group member because this is a very hard thing for me to define. Of course, everyone there had group membership in the church and that was very meaningful to them. They were already members of the same group and they might have had some feeling about that in this setting. But as a real group cohesion, I don't know that they were getting that. It may be just because it was so slow and the more personal things were happening in some of the sub-groups that some of them represented. You can't get over, and maybe you never can, the governing nature of this particular body. The fact that they could get out some of the feelings a little more than normal for this group was to me, surprising. If they continued to work the way I saw them coming to be, working at the real business of the church, like collecting facts about this, or buying land; but then when it gets into loaded things, like it was that one night of feelings of the people in this extension program, the other side of town program, where there really are a lot of feelings; then take time to deal with them. They are really ready then to get into that.

It added a latitude I don't think they have had before. Your leadership came out in being aware of these things, making it okay for those things to be talked about. Your readiness to respond to the emotional side made it okay to do. Those that were ready to follow then were facilitated at that point by your feedback. I felt you're doing very, very well with that. It is a slow process, but you were winning. Yes, I was very pleased with your modeling.

The thing that I guess I wanted to add, I said something about at one of the meetings. I felt from the very beginning a very positive fellowship. Now that I think is a very positive thing. I felt they were bound together in church membership. This is a very sound basis for growing more personal. There was just a feeling of good will but it was still somewhat impersonal. There's a long way to go and a lot of things that are hard to get out and deal with except in smaller groups and in some retreat situations. You have to then question what it is to be close to someone and really, how much do you talk about and how does this work when your wife is not with you or your husband is not with you. All these things really need to be talked about, but that is not the place to do it. There is just less time for the just being together than what you needed. With the weight of the agenda itself, there really is enough time left for that. One meeting in particular you somewhat cleared the agenda off and much more happened that way, but I had the feeling even at the time that you couldn't do that routinely. There would be really the press of decisions to be made. You couldn't put them off. I suppose you could use an executive committee to make some decisions and just feed in certain things to the board. That would be a way around, I guess, to solve the time problem, but that would take something away from what you had. Probably the better sort of thing would be the addition of other retreats so when you come to the business meetings, you would have developed a little deeper level of being together.

To me, the optimal state of affairs is when it seems especially appropriate during the course of considering a task that seems especially loaded (and the group is ready for it). Then take time to move into the more feeling oriented thing, but otherwise just let the task process flow on and then try to get the inner personal awareness cultivated at special occasions.

One thing I might add in with that is that as a modeling sort of thing to try and have some exercise almost every meeting to get into sharing. . .the way they feel. I'm sure that by working on that in a very thoughtful manner, that could be something helpful. It could have a spiritual dimension and really deal with personal reactions. It doesn't have to get out into psychology but just a deeper level of sharing that goes on; like my feelings about giving to the church. .what

are my feelings about money, or time, is that practical, spiritual? A little bit of that every time could help keep the model alive. It really isn't easy to get warmed up trying it only once a month.

I really enjoyed being there. I felt very accepted as an outsider. I should say that is something; it says something to me about your relationship with the board. You brought me in and they then extended to me a very trusting role and I think somehow that you made that possible. Their trust in you was that this outsider that came in should also be trusted and that is really neat. It's a display of the trust in you that they have. Particularly because I'm not a church man in people's definition. When Dr. Leslie came in. . It's a different thing. He's a church man and on a seminary faculty, your professor; but here I'm a psychologist. I didn't come with credentials. I thought that was very nice. Another thing there was not a disruption with the equipment that was there, that I could see. That was very nice. You used the recording equipment and two observers who were making their action notations; they fit right in. It was a great experience, all in all!

APPENDIX F

DR. LESLIE'S REPORT

Observations made by Robert Leslie on Church Board Meeting, First Church of the Nazarene, Portland, Oregon, January 19, 1974, Leader, Alan Rodda (AR).

1. First comment by AR is to the present immediate situation (How people are seated - "armed camps" feeling).
2. AR provides a structure for involving everyone in the room in interaction (talk about New Year's Resolutions) in couplets.
3. Each person is recognized by name as the group is divided into units of two.
4. Latecomers are recognized and assigned "partners."
5. AR invites reactions.
6. Leader (AR) allows interaction without his interaction as discussion begins across the group.
7. AR invites the newest member of the Board to respond.
8. AR shares quite personally about his reactions to the newcomers in response to newest member's comments.
9. AR is particularly sensitive to make sure that every "offering" made gets response.
10. AR provides a structure for prayer, assigning a leadership role to staff associate (i.e. final prayer).
11. AR invites discussion around the question of what makes it difficult to pray in more personal ways.

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12. Uncomfortable feelings are recognized and accepted.
13. By responding to a comment about "programming" prayer, AR indicated he has been listening to the discussion.
14. AR refers items of request for information to staff wherever possible.
15. Contrary to usual practice, AR does not respond to a negative reaction to newspaper publicity.
16. An "aside" at the far end of the table is noted by AR, but is not clarified.
17. AR "levels" about uncertainty about figures due to absence on vacations.
18. AR invites suggestions and "accepts" negative reactions.
19. AR offers a suggestion about procedure.
20. AR shares personal feelings about finances as triggered by a reference to "newcomers."
21. AR invites reactions to his disclosure of figures about giving.
22. AR, contrary to usual procedure, offers some "shoulds."
23. After suggesting moving to other reports, AR returns to budget (beats a dead horse).
24. AR affirms a positive report (Education).
25. AR comments on time, recognizes people are getting edgey, indicates adjournment is close.

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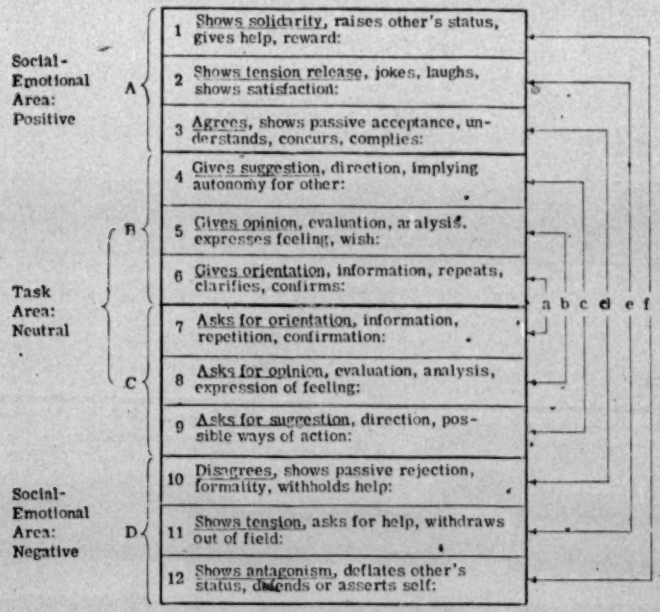
SUMMARY

1. Leadership provides a clear structure for interaction.
2. Almost every contribution is acknowledged by being responded to.
3. Sharing is modeled by the leader.
4. Verbalization of uncomfortable feelings was encouraged.
5. Confrontation of unpleasant facts was modeled.

APPENDIX G

Bales Interaction Process Analysis

Chart 16. The system of categories used in observation and their major relations.


Social-Emotional Area: Positive
A
1 Shows solidarity, raises other's status, gives help, reward:
2 Shows tension release, jokes, laughs, shows satisfaction:
3 Agrees, shows passive acceptance, understands, concurs, complies:
Task Area: Neutral
B
4 Gives suggestion, direction, implying autonomy for other:
5 Gives opinion, evaluation, analysis, expresses feeling, wish:
6 Gives orientation, information, repeats, clarifies, confirms:
C
7 Asks for orientation, information, repetition, confirmation:
8 Asks for opinion, evaluation, analysis, expression of feeling:
9 Asks for suggestion, direction, possible ways of action:
Social-Emotional Area: Negative
D
10 Disagrees, shows passive rejection, formality, withholds help:
11 Shows tension, asks for help, withdraws out of field:
12 Shows antagonism, deflates other's status, defends or asserts self:
a b c d e f

KEY:

a Problems of Communication
b Problems of Evaluation
c Problems of Control
d Problems of Decision
e Problems of Tension Reduction
f Problems of Reintegration

A Positive Reactions
B Attempted Answers
C Questions
D Negative Reactions

The chart is excerpted from Robert Bales, Interaction Process Analysis: A Method for the Study of Small Groups. Cambridge: Addison-Wesley, 1950.

APPENDIX H

PARTICIPATION ANALYSIS I

Percentage of Participation

Indicates Number and Percentage of Behavioral Units Engage In, As Measured by the Bales Interaction Process Analysis

Participants	Aug. 13		Sept. 10		Oct. 8		Nov. 5		Dec. 10		Jan. 19	
	Units	%	Units	%	Units	%	Units	%	Units	%	Units	%
Jim Aarhus	22	2.79	7	1.03	21	3.06	45	7.63	28	3.97	18	2.20
John Aarhus	11	1.39	7	1.03			11	1.86	16	2.27		
Paul Anderson	19	2.41	13	1.91	14	2.04			18	2.55	40	4.90
Kathy Bartholomew	11	1.39	5	.74					15	2.12	8	.98
Merle Bradford	12	1.52	18	2.65			33	5.59	59	8.36	51	6.24
Kirby Brumfield	34	4.31	28	4.12	27	3.94	20	3.39	24	3.40	18	2.20
Cliff Cowley	90	11.41	86	12.67	124	18.08	104	17.63	73	10.34		
Marvin David	26	3.30			14	2.04	2	.34			67	8.20
Connie Freeman	37	4.69	31	4.57	6	.87	15	2.54			33	4.04
Ella Hansford	10	1.27	7	1.03					15	2.12	8	.98
Chet Hill	83	10.52	89	13.11	145	21.14	54	9.15	43	6.09	66	8.08
Al Hillier	52	6.50	43	6.33	26	3.79	23	3.90	30	4.25	52	6.36

PARTICIPATION ANALYSIS I (Cont'd)

Participants	Aug. 13		Sept. 10		Oct. 8		Nov. 5		Dec. 10		Jan. 19	
	Units	%	Units	%	Units	%	Units	%	Units	%	Units	%
Mark Hinds	20	2.53	18	2.65	26	3.79					19	2.33
Les Hoyle	25	3.17	20	2.95	20	2.92	24	4.07	37	5.24		
Ron Johnson	65	8.24	90	13.25	40	5.83	50	8.47	58	8.22	59	7.22
Frank Lay	6	.76					10	1.69			17	2.08
Tom Mostul	11	1.39			3	.44	5	.85	21	2.97	38	4.65
Marvin Pemberton	12	1.52	3	.44					15	2.12	12	1.47
Ken Puckett			13	1.91	11	1.60	15	2.54	30	4.25	41	5.02
Minnie Richards	15	1.90	5	.74	6	.87	21	3.56	24	3.40	15	1.84
Howard Ross			3	.44			11	1.86	14	1.98	17	2.08
Esther Tompkins	11	1.39	19	2.80					16	2.27		
Alan Rodda	205	25.98	166	24.45	160	23.32	147	24.92	143	20.25	212	25.94
Leonard Sterner	12	1.52	8	1.18	43	6.27			27	3.66	26	3.18
	789		679		686		590		706		817	

Average Intervals Between Rodda & Rodda

Aug. 13 - 2.4 Sept. 10 - 3.6 Oct. 8 - 5.0 Nov. 5 - 3.1 Dec. 16 - 7.3
Jan. 19 - 5.2

PARTICIPATION ANALYSIS II

Percentage of Flow of Conversation

Indicates the Number and Percentage of Behavioral Units Directed Toward a Person, as Measured by the Bales Interaction Process Analysis

Participants	Aug. 13		Sept. 10		Oct. 8		Nov. 5		Dec. 10		Jan. 19	
	Units	%	Units	%	Units	%	Units	%	Units	%	Units	%
Jim Aarhus	14	2	3	.5	2	.5	5	11	11	2	23	2
John Aarhus			2	.5	2	.5	11	2	7	1	6	1
Paul Anderson	7	1			3	.5			12	2	22	3
Kathy Bartholomew			3	1					7	1	4	.5
Merle Bradford	15	2	13	2	17	3	45	9	68	11	59	8
Kirby Brumfield	6	1	3	.5	18	3	15	3	6	1	21	3
Cliff Cowley	126	18	90	15	108	18	61	12	81	13		
Marvin David	7	1			6	1	10	2			22	3
Connie Freeman			2	.5	12	2	6	1			13	2
Ella Hansford	14	2	6	1	12	2	10	2	19	3	3	.5
Chet Hill	91	13	66	11	102	17	51	10	68	11	95	13
Al Hillier	20	3	30	5	18	3	46	9	31	5	66	9

PARTICIPATION ANALYSIS II (Cont'd)

Participants	Aug. 13 Units	%	Sept. 10 Units	%	Oct. 8 Units	%	Nov. 5 Units	%	Dec. 10 Units	%	Jan. 19 Units	%
Mark Hinds	7	1	4	1	11	2					7	1
Les Hoyle	14	2	7	1	2	.5	6	1	25	4		
Ron Johnson	49	7	42	7	30	5	40	8	75	12	73	10
Frank Lay			1	.5			3	.5			14	2
Tom Mostul	3	.5	2	.5	6	1	2	.5	11	2	22	3
Marv Pemberton	6	1					5	1	6	1	8	1
Ken Puckett	8	1			2	.5			7	1	3	.5
Minnie Richards	15	2	6	1	3	.5	10	2	6	1	13	2
Howard Ross			2	.5			2	.5	13	2	7	1
Esther Tompkins			2	.5			3	.5	12	2	4	.5
Alan Rodda	299	43	325	54	227	38	177	35	130	21	198	27
Leonard Sterner					6	1			25	4	51	7
	697		601		598		506		621		735	

The lesser total represents the removal of non-verbal acts from Bales Records.

APPENDIX I

BALES OBSERVER'S RECORDINGS
(Degrees of Freedom = 13)
August 13

Category	Frequencies of Acts A	B	Mean
1	17	13	15
2	21	23	22
3	46	37	41.5
3x	31	28	29.5
4	73	50	61.5
5	166	182	174
6	282	256	269
7	141	121	131
8	62	89	75.5
9	29	23	26
10	23	21	22
11	28	17	22.5
12	8	1	4.5
Total	927	861	

Group Climate Indicators	Formula		Results
X_2	$\frac{(A - \bar{x})\ 2}{x}$	=	23.32
Difficulty of Communication	$\frac{7}{7+6}$	=	.32
Expressive-Malintegrative Behavior	$\frac{(10+11+12)}{(10+11+12+\ (1+2+3)}$	=	.38
Difficulty of Evaluation	$\frac{8}{8+5}$	=	.31
Difficulty of Control over Situation	$\frac{9}{9+4}$	=	.26
Authentic Response	$\frac{(1+2+3+3x)}{(1+2+3+3x) + (10+11+12)}$	=	.68
Willingness to Participate	$\frac{5}{5+6}$	=	.34
Therapeutic Behavior	$\frac{(1+2+5+8)\ \text{Mean}}{(1+2+4+5+6+7+8+9)\ \text{Mean}}$	=	.34
Task Oriented Behaviors	$\frac{(4+6+7+9)\ \text{Mean}}{(1+2+4+5+6+7+8+9)\ \text{Mean}}$	=	.62

BALES OBSERVER'S RECORDINGS

September 10

Category	Frequencies of Acts A	B	Mean
1	25	19	22
2	30	32	31
3	41	34	37.5
3x	37	31	34
4	84	75	79.5
5	167	152	159.5
6	308	288	298
7	173	158	165.5
8	83	80	81.5
9	60	51	55.5
10	27	24	25.5
11	39	33	36
12	12	11	11.5
Total	1086	988	

Group Climate Indicators	Formula		Results
X^2	$\frac{(A - \bar{X})^2}{X}$	=	6.59
Difficulty of Communication	$\frac{7}{7+6}$	=	.35
Expressive-Malintegrative Behavior	$\frac{(10+11+12)}{(10+11+12+\ (1+2+3)}$	=	.44
Difficulty of Evaluation	$\frac{8}{8+5}$	=	.33
Difficulty of Control over Situation	$\frac{9}{9+4}$	=	.32
Authentic Response	$\frac{(1+2+3+3x)}{(1+2+3+3x) + (10+11+12)}$	=	.56
Willingness to Participate	$\frac{5}{5+6}$	=	.33
Therapeutic Behavior	$\frac{(1+2+5+8)\ \text{Mean}}{(1+2+4+5+6+7+8+9)\ \text{Mean}}$	=	.33
Task Oriented Behaviors	$\frac{(4+6+7+9)\ \text{Mean}}{(1+2+4+5+6+7+8+9)\ \text{Mean}}$	=	.67

BALES OBSERVER'S RECORDINGS

October 8

Category	Frequencies of Acts A	B	Mean
1	21	19	20
2	43	39	41
3	40	41	40.5
3x	26	22	24
4	77	68	73.5
5	116	108	112
6	232	219	226.5
7	177	172	174.5
8	80	77	78.5
9	56	51	43.5
10	37	33	.35
11	38	37	37.5
12	15	13	14
Total	958	899	

Group Climate Indicators	Formula		Results
X_2	$\frac{(A - \bar{X})^2}{X}$	=	2.27
Difficulty of Communication	$\frac{7}{7+6}$	=	.43
Expressive - Malintegrative Behavior	$\frac{(10+11+12)}{(10+11+12 + (1+2+3)}$	=	.45
Difficulty of Evaluation	$\frac{8}{8+5}$	=	.42
Difficulty of Control over Situation	$\frac{9}{9+4}$	=	.42
Authentic Response	$\frac{(1+2+3+3x)}{(1+2+3+3x) + (10+11+12)}$	=	.40
Willingness to Participate	$\frac{5}{5+6}$	=	.33
Therapeutic Behavior	$\frac{(1+2+5+8)\ \text{Mean}}{(1+2+4+5+6+7+8+9)\ \text{Mean}}$	=	.32
Task Oriented Behaviors	$\frac{(4+6+7+9)\ \text{Mean}}{(1+2+4+5+6+7+8+9)\ \text{Mean}}$	=	.67

BALES OBSERVER'S RECORDINGS

November 5

Category	Frequencies of Acts A	B	Mean
1	23	26	24.5
2	37	35	36
3	32	30	31
3x	25	22	23.5
4	75	64	69.5
5	140	135	137.5
6	253	241	247
7	108	110	109
8	55	49	52
9	36	36	36
10	24	20	22
11	21	23	22
12	8	7	7.5
Total	837	798	

Group Climate Indicators	Formula		Results
X_2	$\frac{(A - \bar{x})^2}{X}$	=	2.63
Difficulty of Communication	$\frac{7}{7+6}$	=	.30
Expressive - Malintegrative Behavior	$\frac{(10+11+12)}{(10+11+12+\ (1+2+3)}$	=	.36
Difficulty of Evaluation	$\frac{8}{8+5}$	=	.27
Difficulty of Control over Situation	$\frac{9}{9+4}$	=	.34
Authentic Response	$\frac{(1+2+3+3x)}{(1+2+3+3x) + (10+11+12)}$	=	.69
Willingness to Participate	$\frac{5}{5+6}$	=	.35
Therapeutic Behavior	$\frac{(1+2+5+8)\ \text{Mean}}{(1+2+4+5+6+7+8+9)\ \text{Mean}}$	=	.37
Task Oriented Behavior	$\frac{(4+6+7+9)\ \text{Mean}}{(1+2+4+5+6+7+8+9)\ \text{Mean}}$	=	.62

BALES OBSERVER'S RECORDINGS

December 10

Category	Frequencies of Acts A	B	Mean
1	38	34	36
2	36	37	37.5
3	39	43	41
3x	21	20	20.5
4	69	61	64
5	178	184	181
6	290	278	284
7	92	86	89
8	64	66	65
9	26	22	24
10	18	18	18
11	20	18	19
12	3	2	2.5
Total	894	869	

Group Climate Indicators	Formula		Results
X_2	$\frac{(A - \bar{X})\ 2}{X}$	=	2.57
Difficulty of Communication	$\frac{7}{7+6}$	=	.23
Expressive - Malintegrative Behavior	$\frac{(10+11+12)}{(10+11+12+\ (1+2+3)}$	=	.25
Difficulty of Evaluation	$\frac{8}{8+5}$	=	.25
Difficulty of Control over Situation	$\frac{9}{9+4}$	=	.27
Authentic Response	$\frac{(1+2+3+3x)}{(1+2+3+3x) + (10+11+12)}$	=	.77
Willingness to Participate	$\frac{5}{5+6}$	=	.38
Therapeutic Behavior	$\frac{(1+2+5+8)\ \text{Mean}}{(1+2+4+5+6+7+8+9)\ \text{Mean}}$	=	.41
Task Oriented Behavior	$\frac{(4+6+7+9)\ \text{Mean}}{(1+2+4+5+6+7+8+9)\ \text{Mean}}$	=	.59

BALES OBSERVER'S RECORDINGS

January 19

Category	Frequencies of Acts A	B	Mean
1	42	39	40.5
2	39	33	36
3	50	48	49
3x	28	25	26.5
4	81	79	80
5	212	219	215.5
6	303	300	301.5
7	114	111	112.5
8	33	40	36.5
9	35	32	33.5
10	21	29	25
11	26	28	27
12	4	2	3
Total	988	985	

Group Climate Indicators	Formula		Results
X^2	$\frac{(A - \bar{X})^2}{X}$	=	1.92
Difficulty of Communication	$\frac{7}{7+6}$	=	.27
Expressive - Malintegrative Behavior	$\frac{(10+11+12)}{(10+11+12+(1+2+3)}$	=	.30
Difficulty of Evaluation	$\frac{8}{8+5}$	=	.28
Difficulty of Control over Situation	$\frac{9}{9+4}$	=	.29
Authentic Response	$\frac{(1+2+3+3x)}{(1+2+3+3x)+(10+11+12)}$	=	.73
Willingness to Participate	$\frac{5}{5+6}$	=	.41
Therapeutic Behavior	$\frac{(1+2+5+8)\ \text{Mean}}{(1+2+4+5+6+7+8+9)\ \text{Mean}}$	=	.39
Task Oriented Behavior	$\frac{(4+6+7+9)\ \text{Mean}}{(1+2+4+5+6+7+8+9)\ \text{Mean}}$	=	.61

APPENDIX J

TRANSCRIPT OF CHURCH BOARD MEETING

January 19, 1974

Alan: As we start out this morning, I'd like for us to do something that will help us bridge the time gap, between last meeting and this which has been planned for awhile. We've gone into the new year by nineteen days now, and we made a lot of New Year's resolutions. I think we're fairly evenly divided; therefore would Howard and Merle face each other and Kirby and Mark, Ken and Al, Ron and Tom, Chet and Esther, El and Leonard, Minnie and Frank, and Karen and Paul. I would like for each pair that I mentioned to get together for just about - oh, let's say three minutes, and let's talk about New Year's resolutions that we've already broken.

If you've broken a resolution, how about sharing it, and then with your partner share what you feel has caused you to break this. And what you would do differently if you were to start January 1 over again. Does that sound like something that you can identify with? If you haven't broken any or made any, think of one you wish you would have made, and share that. How's that. O.K. let's divide just a little bit differently now. We have Diane now in that seat, that means that Diane and Chet will be partners, Esther and Leonard, Ella and Frank, Minnie and Paul, and then we'll have Karen and John, and I'll take Jim. Then we will have Ray and Byrdie together on this. Let's just get together for about two or three minutes and talk about our New Year's resolutions that we've either broken or that we wish we had made.

As I shared with Jim, it was a very good feeling to just glance around occasionally and see what else was going on. Marvin, you came in and you had no partner, and were left standing alone until you finally came over here. How did you feel, coming into the midst of all this?

Marvin: Oh, I felt embarrassed first of all for being late. At home things were kind of hectic this morning. Paul and Minnie, here, took me right under their wing, and told me what was happening, so I took part in it.

Alan: I appreciated sharing with Jim. Jim has had a heavy load, as he shared with me, with the building and grounds responsibility this year, and the building being in the shape it's in. It has been a source of frustration, also the fact that how to take this building and designate tasks that create all of the interpersonal relationships that are important to fulfilling that giant task, has been a very frustrating thing. We

appreciate it, and you, Jim, for sharing that with me this morning. Some of you have some feelings, reactions about your conversation?

Karen: I'm constantly amazed how we find out new little things about one another when we strike out in a new way to discover something about a person, or sharing something new, and how it always comes out. Otherwise you can have conversation with the same person over and over and never learn anything about them.

Alan: Did you learn something today? Does anyone else care to share anything? I'm kind of curious if anyone makes a New Year's resolution. (laughter)

Tom: Well, I was just relating to Ron, that I don't feel I've broken my resolution, it's just that I haven't started it yet. (laughter) I kind of feel that this is a problem I have, and maybe other people have, that we need to have commitments in our life to do things. We just go along, drifting along, and if we haven't done anything wrong it's because we haven't committed ourselves to anything. I'm going to have to get started. I still haven't given up.

Alan: You feel that that is a problem in your life right now?

Tom: Me and my waist, yea.

Paul: Now don't you think we subconsciously set up objectives in our lives?

Ron: I think so.

Kirby: Did you say subconsciously?

Tom: That's kind of a cop-out too, though, I suppose. I mean . . .

Paul: Maybe I want to redefine what I mean by "subconsciously."

Alan: What did you mean by that, Paul?

Paul: Well, I think I have goals in my life every year, certain things I want to accomplish throughout the year, and I don't think I'd call it a resolution. Because I may accomplish one, and go on from there.

Alan: Anything in particular?

Paul: Not for public dissemination.

Alan: Leonard, how do you feel about all this, being rather new to us, doing this sort of thing?

Leonard: Well, you get better acquainted with people, and you get a chance to share some of your feelings. In our situation we are both working days now, and our life starts at 5:30 in the morning and it goes until 4:00 and that's it. When we get home we're just so dead tired, we're done for, and then my wife's been on call, and that's the reason we haven't been coming down here at night. But it just doesn't seem like we're getting anything done - anything accomplished.

Alan: You are feeling the need to share with Wilma more?

Leonard: Yes, but I think this is a good thing to get better acquainted. I was telling Esther what we're thankful for is that we had some problems in our family that needed to be resolved just recently. The Lord just really has worked in that case, and we really appreciate it very much, because we just left it entirely in the hands of the Lord and He resolved it. Things have been straightened out and we're so grateful for it. But the only problem I have, is trying to relate the church situation out there and go here and go there . .I just don't know. . I don't know about it.

Alan: As far as your own personal responsibility is concerned, I hear you feeling at loose ends. I feel that I can identify with you, next to Ray probably, as much as anybody that's involved in our East Campus. I understand your feelings because I have some of the same feelings myself. We went out there with such high hopes, and while we have a good spirit and a good set of relationships, some of those things we had hoped and felt so keenly have not come to pass. I can really identify with you.

Leonard: Well, just as I was telling Frank, it seems like it is going down every Sunday. You start looking into yourself and you say, "Am I the one who's responsible for it going down?" You start blaming yourself. That's been my experience. I wonder what I am going to do about it? Am I doing the right thing and you keep asking yourself that same question. Don't seem to be getting an answer. I just wonder. But I do enjoy the board meeting and the fellowship that I've had with the people in this church.

Alan: How do some of you feel about Leonard's plight, here? Some of you had associations with the East Side.

Frank: I haven't been going to the East side, but I think we all, as Christians, have good days and bad days. I think my resolution - I think as Tom, I haven't started it yet - but I've got something in the back of my mind over the last year that I should talk to the Lord about it but I just asked for help to overcome this little frustration and problems with our finances, and it does kind of get to me once in a while, which I can't understand. The Lord still has a way, I believe, and I certainly think He had a purpose for us - or has a purpose for us. I think

If we can just discover it some great things will happen. I think our group here last night - that meeting last night was just outstanding. Good type fellowship, the dinner, the decorations and everything. We can just thank the Lord for our many blessings and help us on East campus as well as each one of us in our everyday lives, too.

Alan: You feel pretty positive about it all?

Frank: Well, I don't know what's going to take place out there, but I know the Lord does.

Ken: I think most of us can identify with Leonard, in that when things begin to go downhill, in a group situation, such as the church there on Eastside, or finances, most of us would wonder if it wasn't our fault.

Alan: You say "most of" Ken, are you referring to yourself?

Ken: I'm referring to myself as well. We tend, I mean I tend to feel somewhat the same way. A little bit guilty. Am I doing the best I can? Am I contributing as much in the way of time, effort, not just time, but involvement and effort during that time. Am I contributing as much in the way of finances, a guilty feeling when things are going downhill a little bit - frustrated feeling. Yet, on the other hand, when things begin to pick up, why, Boy! Look what we're doing - we're just doing great! Sometimes rather perfunctorily saying thank you, Lord, but aren't we doing great. I think that as human beings, that we tend to be a little bit this way, or at least I do.

Al: Two or three weeks ago, I expected to see a dramatic increase in the attendance at Mt. View with the gasoline situation, at least several of us that are out there attending. But our obligations and commitments that we have down here get in the way. But I share Leonard's concern for that. We probably should be formulating criteria on how we're going to make the termination of success there. Do we consider it a successful operation, to warrant serious consideration of purchase of that property, or will it revert back to the District. We've got some very real decisions coming up, six months hence.

Alan: Well, given the circumstances - they're hard to change - but I feel that perhaps we sense the identification with one another regarding the problem this morning. Do you feel that way?

Group: Yes.

Alan: Let's take a moment to have an opening prayer. As we pray, I'd like our prayer to refer, not so much to any external circumstances as to our general feelings as a community of administrators of the church. This is a time when we, of course, have been faced with some strange and

new factors; expectations have been overtuned just a bit, and new things have happened to us just the last five or six months in this board. I'm wondering if we couldn't make this a time of just sharing feelings, by way of prayer. I'd like us to pray conversationally, with four or five leading, and then at the very end, Ray, at an appropriate time, close. Let's have four or five, just share briefly conversationally, as we pray. Make the focus of it your feelings, as a member of this community.

Al: Oh, Lord God, we pray that you'll be with each of us as we attempt to deliberate and decide the appropriate direction for the work of the church.

Chet: We're thankful, dear Lord, for the unity of purpose we have in our church. We realize that there are problems, but Lord, we realize that thou art the solver of these problems and our job is to dedicate ourselves to thee, so that we might be in a position to hear thy voice.

Minnie: Lord, we thank thee, once again, for the opportunity we have to start a new year. We thank thee for the members of the board and the dedication that they have. We also thank thee for our staff, for the things they have done and the goals they have. We pray that thou will continue to give strength and guidance. We pray that thou will be with us this morning, as we make decisions that will determine things that are ahead of us. Do guide and lead each of our lives. We ask in thy name.

Ken: Lord, we thank you for this beginning of a new year, the traditional time when new resolutions and commitments are made. We realize, Lord, that with you as our guide, we can throughout the year make commitments to you and to each other that we can keep through your strength. We thank you that we can come to you for forgiveness, to thank you for the joys you've given us. We can do all of this any time, and not have to wait for a specific time, as those of Old Testament days did. We thank you for this board and its commitment to advancement of your Kingdom here in this area. Continue to guide us, we pray. In Jesus' name.

Karen: We pray dear Lord, for our pastor. Thank you Lord for letting him have a good vacation and bringing him safely back to us.

Ray: Lord, we thank you for men and women of high purpose and dedication who lay aside heavy weekend responsibilities to meet together to forge out plans and contracts which will carry forth your purpose and our Christian community. We pray that this meeting will be filled with, as we are confident it is now, the sense of your presence and guidance. We ask with thanksgiving. Amen.

Alan: I'm feeling a little bit squeamish tampering with prayer, but did you notice that while asking for expressions of personal feelings, most

of our prayers had to do with external circumstances. Were you aware of that? Did I fail to communicate my request? Or are we more comfortable in our prayer speaking about external things, instead of our own individual feelings.

Paul: I think possibly we are programmed to pray about things and it seems even though you ask otherwise, it's easier to pray for external things when we're in company.

Marvin: I think that when you're in a body like this, you pray as a body, rather than individuals, because you don't want to draw attention to yourself and individual thoughts and this might be different than an open type of prayer which would give you more angles to work at.

Ron: I think you're right on. (speaking to Alan) Just what you're touching on here, I think it's important for us as a group to think about this because when accomplishment is made, communication followed by commitment, which involves all of those participants, really is the peak, I think.

Alan: What I hear you saying, Ron is that you would like to do more of what I asked.

Ron: I would. I think that is a high level of communication, not that we don't flip it out and that just happens. I think it comes by mutual respect and love and genuine concern.

Alan: As you feel more comfortable in the presence of a group of people, then it's easier to do this sort of thing. Otherwise I think we tend to do like I heard Paul and Marvin say: that it's very uncomfortable to express oneself in prayer that way. It's easier to pray externally. Well, I certainly feel more comfortable about expressing my personal feelings with you, whether it be in prayer or in conversation.

Let's occupy ourselves with the matters of the board. First, did you read the minutes of the last two meetings, and do you have any corrections or additions? This would include December 8 and December 12. Have you any questions?

Chet: I'd be interested in knowing relative to December 12 minutes, this item No. 4 referral to Building and Grounds Committee to check into parking facilities.

Alan: Let's wait until the Buildings and Grounds Committee gives their report.

Chet: Fine.

Alan: And then try that then. Do you feel comfortable with that?

Chet: Sure.

Marvin: Pastor, will there be a report on what's been taking place in the Multnomah Building over here, too.

Alan: We don't have an official report, but we can respond to your question. Is there anyone besides Ray and myself who've been involved in the building, and Jim? First, did you notice the great press release we got on it. Have all of you read that? I have 50 copies in there if you want one. We got a tremendous half-page article on the Multnomah Building and Jim's Salt and Light Company. The kids have been working diligently to get it in good shape now, and they began, I believe, two Wednesdays ago with their first week night ministry. I feel very good about it. I think the kids are catching some excitement, especially after that newspaper article. Several of them got in the picture you know.

We got another response, Marv. One of our congregational members thought about what kind of a gift she would like to give to the church, and she didn't want to give flowers or candy - things like that. She thought the most appropriate gift would be the first month's rent on that building, and then we raised enough cash for the second month's rent. So we have January and February paid for. Which leaves only 10 more months for 1974. We'll accept any more gifts that you'd like to give.

Marvin: Are just the young people planning to use it, or perhaps could we get some of our other Sunday School classes to use it?

Alan: Do you want to speak to that, Ray?

Ray: Yes, we will be using it on Sunday mornings. A couple of classes have indicated an interest. In addition to the youth classes which are also going to be using it, so that it will have heavy use on Sunday morning.

Chet: May I speak personally relative to the finances. I know we ask people to give voluntarily amounts for this, but I feel we would have people in our congregation that would feel dedicated to certain jobs in the church, probably more than other jobs - other work in the church. It would seem to me that if we would go to the people and ask them for the next three months, or the rest of this year, or the next ten months, for the next calendar year, they could pledge five or ten dollars a month for that period of time to make up the $200 a month that we need for the operation of that building, for our youth. I think we could get this and it wouldn't hurt our other giving either.

Marvin: I think that's a real good suggestion, but I think instead of using the word pledge I'd like to use the word share. Put so many shares

into this, because I think a pledge scares people away while I think a share makes them feel a part of it. Certainly a faith share. We just got a letter this last week from a missionary--a fellow who's been in the ministry a long time under an Oriental missionary board. In order to get started, he has to sign up so many shares from people for the year, you know, five dollars a month is what he's requesting. I think a share just makes you feel a part, and a pledge is just an obligation, kind of over your head.

Alan: Do you feel that the pledge is something that creates a demanding tension inside of you?

Marvin: Sometimes.

Alan: Any other responses about this?

Leonard: This share idea sounds pretty good. You divide that into $5 or $2 shares or $5, 400 shares and I think you get it with very little effort. That's the way these corporations run.

Ken: On the newspaper article, I was commenting to the Pastor Jim about it, and my impressions of it, and he indicated to me that, yes, it was very good coverage, but he was disappointed because when they had come to him the primary aspect, he felt, should have been the Salt and Light Company, the teenagers. He felt they had devoted too much of the article to him and his part in it.

Chet: I move we approve the minutes, as read.

Jim: Second.

Alan: Do you feel comfortable about the discussion? That it's finished? All in favor, say Aye. (aye) Opposed? Carried. Let's look at our Treasurer's Report. I believe we do have a full report now, for the month of December. Diane, would you share with us, whatever you wish about this?

Diane: Well, I will just say one observation, that we're financially looking up. And we're catching up some on our budgets, and our bills are paid all up to date. We don't have any that are over thirty days old.

Alan: Do you have any questions to ask Diane? Or any feelings to share with her about this?

Ken: Does this include an up-to-date, or at least no more than thirty days old on our budgets for the General Church and for the District?

Diane: No, those are still behind, and if you'll look on the second page, about the middle of the page, it says District Budget. That's the entire

amount we still have due. And our General Budget, we still have part of it, too.

Alan: How do you feel about our finances? How do you personally feel?

Paul: I don't feel that we have control yet, I'm wondering if we are forgetting that these budgets are a part of our obligations. Maybe we should put more stress on bringing those things up to date. It goes back to August. That's quite a ways.

Chet: Mr. Chairman, I was under the impression that we were in a position, after our last Sunday's offering, to catch up more on our budgets than we did. Has this money not been dispersed, or has it been used for other purposes?

Diane: One thing I might mention, if you'll notice on the second page, it shows a bank balance as of December 31, of $8,110. Then, if you deduct $10,000 of accounts payable, you come up with an actual deficit of $2,900; so it looks like as of December 31 there was quite a bit of money that had not been dispersed.

Chet: So this is a matter of just not dispersing it then?

Alan: I felt, yes, I asked our bookkeeper to hold $1,600 or $400 a Sunday from December receipts just as a cushion for January. Reflecting on last January, and feeling my own anxiety about it, rather than dispersing immediately that $1,600, I asked her to hold it back through January. So $1,600 would have gone toward that check, which would have reduced our budget deficit--well which would have almost, if not brought us to currency, wouldn't it, Diane?

Diane: I don't know. Would it?

Mark: Does that $1,600 figure in December show somewhere here in the report?

Diane: No, that's on the December bills still outstanding. Just miscellaneous bills. That $1,600 that Pastor Rodda asked her to withhold is probably a part of the $8,000 bank balance; I would suppose. I don't know what the rest of it is, but probably reserve funds.

Mark: So if she had put that in, we would have had our debts down to about $3000. But since she didn't, we have a debt of about $4000.

Alan: Come again.

Mark: Assuming $1,600 was held and not paid out, that would be part of the $8,000 that shows on page 2, under "bank balance."

Alan: Well, I'm sure it's part of the $8,000 because it was reflected in receipts for December.

Mark: So the deficit at the end of December would have been $4,000.

Diane: Not really, I don't think, because if she had not withheld the $1,600, the $8,000 figure would have been reduced by $1,600, but the $10,000 figure would have been increased by $1,600; so the deficit would have been the same. Right?

Chet: Would it be correct to say that if we took the $1,950, or roughly $2,000 for services and supplies, plus the $1,600 that you wanted set aside for January, subtracted that from the $8,000, and dispersed the difference for budgets, is that what we should have done?

Alan: Do you mean designated for budgets? Or dispersed for budgets?

Chet: Dispersed, but the idea is to disperse it, isn't this correct?

Alan: The idea was to hold back until January, with the full intention of dispersing it for budgets, but realizing the tremendous fall from grace that we had last January, just to hold it there, as a security blanket.

Chet: Now you're speaking of more than $1,600, then?

Alan: Oh yes, but...well, let me back up again. In fact, if you'll pardon me a minute, I have a card which will explain our budget situation as of two days ago. Excuse me for just a moment.

Al: The receipts for December were $4,000 less than we anticipated?

Diane: Right--But I think the receipts there include some General Budget monies. These figures are a little bit deceiving, in that when we figured our budgeted amount for each week, we didn't include some things. I think when we look at our actual receipts we are including those in that.

Chet: Diane, you show District Budget and General Budget, however we have two or three other budgets. We have a Nazarene Ministers Benevolent Fund.

Diane: That's under the General Budget.

Chet: You count that in the General?

Diane: Well, $284 per month is in it, yes.

Chet: Now, we have always spoken of General Budget as the amount that goes toward missions.

Diane: O.K. The missions money is not included at all in the accounts payable.

Chet: What about District Center, is that?

Diane: That's included in District Budget.

Chet: I see.

Diane: The General Budget just includes NMBF and that's all. There's nothing else in there at all.

Chet: So that should probably be entitled NMBF rather than General Budget.

Diane: That's probably a good idea. And then the "District" includes the District Center, NNC, Youth, Education.

Ken: Is our payment to the General Church, strictly Missions and NMBF?

Diane: Right.

Ken: Nothing beyond that? Anything else that goes from us then goes to the General Church through the District to the General Church?

Diane: I don't know if I quite understand what you mean.

Alan: (returns) Our budget deficit through December was $4,787.84. In December, we paid $2,000, reducing our total budget deficit to $2,787.84. Now, we held back $1,600 additional dollars. In round figures, assuming we have a normal January, (now that's important to remember, assuming we do all right in January, we're going to have to do some catching up the last two Sundays, to do all right in January.) Let's assume we will have a normal budget January; that means our total budget deficit through December, if you take that extra $1,600, would be $1,187.84.

Chet: When you're speaking of the budget deficit, is that the District Center?

Alan: That's everything except the General Budget.

Chet: Everything. NMBF, too?

Alan: No, that is not.

Diane: Is that as of December 31st?

Alan: Yes.

Diane: Then these figures are wrong. Because this says we owe $6,592 District Budget, as of December 31st.

Alan: That includes NMBF, that you put in there?

Diane: Then NMBF is the General figure.

Mark: It would really help is we had a listing of what was under these categories.

Alan: All right, this is as of January 18th from Julie's books. District Budget, we owe through December to become current - that's the distinction you have to make for you see - we're talking about currencey, not the total owed through March 31st. In order to become current as of December 31st, we owe $610 on the District Budget, $1,244 on the District Home Mission budget, $970 on the District Center budget, $1,640 on the NNC budget, $252 on the NYPS budget, and $71.84 on the Church School budget. Making a total of $4,787.84. We paid $1,000 on the District Home Mission budget which means we owe, to become current on the budget, $244. Do I make any sense there?

Al: I gave up a while back.

Alan: Getting confused?

Mark: Pastor, what I mean was, it would help, at least it would help me in these, if we just had some kind of print out as to standard for District Budget and General Budget, as to what is included in it - not just the monetary figures. Not just General Budget or District Budget, but I know specifically what categories are included there. If it could be in the folder next time, it would be helpful.

Alan: We're really feeling the need for a more detailed classification; such as what you brought up the last time.

Mark: I don't feel the need for itemized amounts, I feel the need to know what is included in these categories, in terms of the items; so I know what you are talking about. I don't know, maybe it wouldn't help anybody else.

Alan: Do you feel that this would be better. Would you feel more comfortable with this sort of thing?

Ron: At this point there's a question in my mind. Why is the figure of December 31st given there different than what we have here?

Alan: I don't know, except that the Treasurer's Report is tabulated through the 15th of the month, or the 18th of the month this time.

Diane: I don't know. The figures that show on the Treasurer's Report are as of the 31st of the month, but the actual bookkeeping isn't done until the 15th of the next month.

Chet: On the report she was just concluding, she said at one point that we paid $2,000 to the District, which would have left $2,787.84. When you were itemizing it, you said we paid $1,000 to the District Home Missions. Where did we pay the other $1,000.

Alan: I hadn't finished. Someone asked a question. I said another $1,000 to the NNC budget, leaving a total deficit of $640. Al, do you feel lost?

Al: Well, I do. I'm not sure how critical it is. We boil it all down, and we say that we owe $1,100?

Alan: What I'm saying is that we owe $1,100 beyond what we could have paid in December on our budget. Assuming that we have a good January, so that we don't have to touch the $1,600 that we withheld in December, are you with me so far?

Alan: Fine. I feel anxious here. I have some anxiety, because I did not check the books yesterday, which was my first day in the office, and I am feeding back to you on a very hazy basis. So I feel a lack of control of my own knowledge of the situation.

Diane: One thing I think. Ever since we have had this new reporting system, everyone has been in the dark. No one knows - no one seems to know what's going on. I don't like it myself. I never have either. Because, really, it doesn't really tell you all that much. I think that somebody needs to appoint somebody to appoint a committee to come up with something that tells the board members what is actually happening with the money.

Paul: But, you see, this kind of report indicates that things have been paid, and it really hasn't, and I feel that if we're going to have a financial report, let's have it exactly the way it is.

Alan: What are you referring to, Paul?

Paul: Well, for instance, this $10,000, oh, it's accounts payable - we're all right But how much of any of that $10,814 has been paid out? Apparently it has not, because it is under Accounts Payable.

Alan: All right, now, if I recall Julie's conversation accurately, Julie shared yesterday that all the bills for December are paid now. All the service and supply bills are paid. All but $2,787.84 of the budgets are paid. In other words, all but $1,187.84 has been paid.

Paul: We really should have had a supplemental financial report, is that all right:

Alan: I would offer this suggestion, that we ask Paul to make some recommendations to the Finance Committee as to a more understandable way of accounting, without going to the very detailed itemization we once had.

Ken: Well, I personally feel this second page on what we owe would be more legible if it were just listed out somewhat on the order of this page. We paid so much, we budgeted so much, and this would give us an idea of what we have left to pay on it. Possibly break the District down into the three or four categories it includes, and the General, break it down into the three or four or whatever categories it includes; so that we would have about four or five items that would list paid so much, and we still owe so much. I would then show that our obligation there is X number of dollars. That would be adequate for me.

Alan: I don't think we need a motion for this. Are you all in agreement that this is what you would like to see - that you would feel better about?

Al: Diane, I'd be interested in seeing that last December the receipts were $19,383. Would it be a lot of work just to list what the receipts have been by month last year and what they have been this year, to use for a comparison? We could then see the trends I am talking about. Let's have a January through January sort of thing.

Diane: That shouldn't be too hard a thing to do. I'm sure Julie could do it. The only thing is, when you take a lump sum, like that, we have so many "in and out" items that are for one project or another, that going through the books you really can't get a totally accurate picture.

Al: Well, if there are that many variables, it would distort the total and make it meaningless.

Paul: If it is an "in and out" figure, can it not be deleted then?

Diane: I suppose she could just go through and just take the figure that would include church tithe and offerings and exclude everything else.

Alan: I'll ask Julie to do this. Now in summary, in order to make our budget payments in full, except for NMBF, the following is required: $2,007 a month for the next four months, plus, of course, an offering at Easter time that will make up the rest of the General Budget. Now you will

recall that our T.I.M.E. Campaign begins February 1. I believe this will give us added impetus to the payment of our budget deficit, because what is pledged or shared at T.I.M.E. will reserve to the Home Mission budget, as well as General Budget. So I'll have a good feeling about making it, by the end of April.

Paul: Several months back, didn't we take a survey of the congregation as to what their contributions were going to be? For the year? And has there been a recap?

Alan: Yes, the survey was not really meant to be a survey. It was meant to be a pledging campaign. I call it mildly successful. It was the first time we have gone this direction. We received approximately 66 to 68 responses, which I felt for the first year was not quite up to my expectation, but which wasn't bad for the first year for a church of our theological tradition which has never tried something like this. Next year, I see us doing much better. I see it as a building sort of thing. But, it's too small a percentage to give to you the kind of input you're asking for, Paul.

Paul: Right.

Alan: I want to share some financial things with you, after this series of board meetings is over. I don't have the exact data with me right now, but I frankly felt more anxiety about the finances than any other thing in our church. I like most everything that's being done. I like the planning, so many things that are a part of First Church. I feel that we have a real future, in spite of the energy crisis. But the one thing that gives me personal anxiety, and probably one thing that made me as tired as I was emotionally before the vacation, was the uncertainty of our finances and how it tends to fluctuate. Norma is in the process of preparing some things for me, that I want to share with you at an appropriate time. I'll do that but just to tell you that's where I'm still at. I feel much better after 12 days in storm-ridden Hawaii, but I still am anxious about it, and I feel this is a place where we are being challenged to really emerge, if we are going to be the church we are supposed to be.

Marvin: Pastor, why can't some of the people share that burden by having someone on the Finance Committee one Sunday a month come forward and make the appeal. We always put it on your back, and do you think this would be helpful? Not an example of somebody who gives, because I don't think people would want that, but just as a report of their feelings about the responsibility of giving. Take some of it off your shoulders. Do you feel good about this? Or do you think it might get away from you; under the circumstances? Like January is a four-Sunday month, for a specific example, have someone from the Finance Committee come in and just say,

as a reminder, of the special appeal to the congregation, to kind of share the burden, is all I'm saying. You may want to think it over, you don't have to give me an answer now, anyway. I just throw it out for thought.

Alan: Well, I'll just share with you my feelings right now. It would be lots of fun to have the financial responsibility of the church off my back, you know, and to have others responsible for generating the stewardship and giving, but when it comes right down to it, I know that it is my responsibility. It's just the fact of the case; it's my responsibility to finance this church. I can't get away from that responsibility, no matter how much I might want to. I feel that I'm more emotionally adjusted to it than, say, I was a year ago. I can ask other people to get up there and say, "let's give," or "you should be doing your part," but in the final analysis, it comes down to my own leadership financially. These are my feelings, you know - I'm not giving an academic response; I'm just sharing how I feel. Maybe the others of you have some other feelings. I would welcome your sharing your feelings. I also feel some anxiety to get on with things, too. Some of you are fidgeting in your chairs, and that is a strong signal, too.

Paul: I feel that we are now getting set, and things are really going to take off. It shouldn't be this way, but I guess it is. I'm reminded that we really have to get the enthusiasm going, and I believe this is going, too - I think that when this happens, that finances are going to rise, too. I should prove it, I guess. My training has been that regardless of how you feel, you should still tithe, but I think this is a different situation in this church. There have been a lot of new people, and some that may not have been trained this way; but quite a few of them. So we need to do something, which I feel.

Alan: Let me share something with you, if you - let me just share this morning. Where's some chalk? Can you see this? Okay, then. I've had a policy down through the years of my ministry, not to nose into giving, into personal giving habits. I still haven't completely, but you know, I felt such real inward pressure about this matter of financing, and have increasingly felt that it is a key issue in the matter of morale of our church and in the commitment of our church to greatness. After a lot of thought, I asked Norma to present me with some general facts and figures about giving habits in the church. She gave me the partial report. I haven't received the whole report, but let me share something with you. Paul, the reason I'd better share this, is that you spoke about the new people in your remarks just a moment ago. We have 226 people who give in our church; that is, giving units - on a regular basis. This includes anything from $1.00 to what we would normally call a tithe. We have 303 family or single units in the church. Two-thirds of our people give on a regular basis. Not bad for a church like ours, where we have so much drop-in traffic. Not bad.

Al: But the drop-in traffic wouldn't be in the 300, would it?

Alan: By drop-in traffic, Al, I'm referring to individuals who come regularly - we have them on the roll - but who assume no active responsibility in the church, except for attending on a Sunday morning, say at least half the time. But here's what troubles me - now I'll just bare my feelings to you here this morning. Roughly 77 people are not giving on a regular basis. Now, out of that 77, there are approximately about 62 of that 77 represent what I would call the drop-in traffic, as I defined it, Al. Are you clear as to what my definition is? That means that 15 individuals who are regular in attendance, active in responsibility, in our church are not giving regularly what amounts to at least a consistent gift or a tithe. And that doesn't trouble me a whole lot, except for one thing. And I'll tell you I have a knot in my tummy when I share this, but nine of those 15 are on this church board. And that's what gets to me, I know there are extenuating circumstances. I know there are problems, financially; but sometimes I've wondered whether the lack of aggressiveness on our own Board is due to the fact that we have this kind of a percentage. Paul, of the new people, of the 126 individuals I've taken into membership since being here, that represents 43 families or giving units. Out of those 43, 37 are giving regularly. So you see the problem is not in generating income from new people; the problem is the fact that we have that number - and let's assume that - let's assume they make $10,000 a year - which is a very low figure, you know - we're talking about $15,000 right there which should be coming in, but isn't.

Ken: Depending whether you tithe on the gross or the net income.

Alan: Okay.

Tom: Then it comes down to an educational thing as to who you give your tithe to, I suppose, too. You are not saying they're not giving their tithe to somebody? But there's a lot of people who come after our money; I think it's pretty much Biblical that we owe our money to our church, don't we? And if we want to give over and above that, that should be over and above our tithe if we give to someone else?

Alan: I guess I don't really care to get into idealogical discussion about this - I just want simply to point out the debt and to say that I don't know what to do with it, you know? I really don't know what to do with it. That's where I think I'm stymied. That's where emotionally I became drained before going away on this vacation. Everything else is just great. Things are fine. I feel good about everything but this right here. Well, I guess in my anxiety I want to keep talking. I should be quiet. The question is: What do we do?

Chet: That's 40% of our Board - that's what it amounts to. Almost half of our Board.

Alan: Well, our Board consists of 24 individuals. How do you feel about this information inside?

Minnie: It puts a knot in my stomach, too.

Marvin: We can't expect the outsider to do something if we aren't. Well, I have a family at home and my policy is - I'm not sure if it works out or not - kids, I want to have the facts straight, I don't care even if I don't like to hear it. I want to have them that way. So, I appreciate this kind of information, handled that way. I think we need to know the facts, otherwise we're fooling ourselves a lot. The question is what to do about them.

Alan: Thank you.

Frank: Pastor, when we get the full report - the material from Norma - whatever and whenever we get this and have some time to think about it, I would have some alterations to suggest. I think, just thinking about it now and then getting the rest of the facts, that I'll have some alterations and maybe some suggestions later on. I'm a little too overwhelmed to say anything about it right now. I like this type of information, like Marvin said, but I will make some suggestions later.

Minnie: I guess it sort of affects me like it might in other things - people making decisions about my money being spent or my talents being used or whatever - if they're not also contributing; that kind of bothers me. And if I was not a member of the Board, and tithing was a part of my life as it always has been, if I knew people were making decisions on how my money was being spent and not being part of that themselves, that would really kind of bother me. Even though I'm a member of the Board, it still kind of bothers me.

Alan: I want you to know at this point, I don't know who those names are, of those individuals. So I want to allay your feelings at that point. All I have is the numbers, not the names.

Al: Could we take a half a minute to summarize? Somehow I lost the breakdown. Of the 303 we consider units in the church and of the 303, 226 are regular tithers?

Alan: Yes.

Al: Okay.

Alan: It's like my skinning some one individual whom I don't like in front of our congregation of 500, you know; that's the chicken way out.

When I should really contact that individual one-to-one, you know. That's somewhat the same feeling I've had since having access to this information. I haven't felt like putting on a great big exhorting-type campaign, when I'm groping - when I know that the new person is not the market. The market is a more highly specified group of individuals. I want to see us lick the problem. For I feel, the staff feels, and I know you feel, that our church is on the verge of something great. And if we can get this situation taken care of here, we've got some greatness ahead of us.

Chet: Mr. Chairman, did we address a letter to prospective Board members at the time of nomination and election of Board this year, relative to certain requirements that we asked Board members to fulfill?

Alan: Yes.

Chet: Before they would allow their names to be placed on the ballot?

Alan: Yes, we did.

Chet: To me, that even makes the situation a little more serious than it was before.

Alan: Are you feeling a sense of - well, what are you feeling inside about it?

Chet: Well, I hesitate to let this information become public because if people that are on the outside supporting the church faithfully, should find out the Board is not supporting the church, I wonder if this is going to be a major negative reaction to them. I would certainly hate to have this happen. And then secondly, I'm concerned about the fact that someone, apparently allowing their name to run for the Board, after receiving a letter of suggestions we feel they should fulfill for being on the Board, did not renig at that time. What does this involve more than just giving? Does this involve some other conditions in their lives that aren't conducive? I wondered if possibly it isn't a spiritual matter, rather than a financial matter. And possibly, this reflects the Board and we should look into the spiritual condition of the overall church. Maybe we have some digging to do.

Kirby: Years ago when I was down in Nashville, and attended the First Church there, of course they do things differently in the South, but the pastor - I can't think of his name -

Alan: Morsh.

Kirby: Yeh - very successful. He's not a great pulpit man, or anything, but he had a very successful church there, this is one of the things as

we went out to dinner and I dug into what they were doing, and they're very arbitrary. If a person isn't living up to their commitments, they line up the Board member - he cleaned out a board when he first came there and started all over again. It created a lot of -- I'm not even suggesting this now -- but I'm just pointing out that some churches have rules in terms of Boards, you know. Certainly one of them was tithing.

Marv: Well, I feel that finances are very personal. Whether somebody doesn't give or does, that's their responsibility and it's between them and the Lord. Of course, on the Board, with the letter and everything, is more responsibility. I hate crash programs on finances in church. I think it should be regular, consistent and educational and inspirational if possible - which is rather difficult. I would like to see consistent handling of finances, because you're getting them from all sides all the time. The church should make appeals, like knowing where you are. I think we also, on our finances to the church, if we have other obligations, like Billy Graham, and so on, try to give them through the church. I've always felt that all my giving, I like to give through the church channel. If I give to Billy Graham, or anybody else, this is not easy perhaps with other people, but personally, I would like to give it through my church so my total giving is credited to my church, even though some of it goes to other channels. For instance, years ago I often gave to a missionary. Well, I liked to give it to the church, and let them re-give it. That way the church gets total credit for giving. Now maybe some of these people are giving other places, but not to the church.

Paul: In what way does the church get credit, when you designate it like that? Other than just passing through?

Marvin: Well, it comes through and goes right out and the church is the object of our giving.

Paul: But your church doesn't get any credit; I don't like that.

Chet: Mr. Chairman, last week I attended a meeting on finances, I think you were aware of it. One of the things they cautioned about in the meeting was that you cannot give a donation to a private individual, such as a missionary, and expect to take this as a deduction from your income tax. It has to be a recognized, approved non-profit organization. Now there are some non-profit organizations that are not approved. This is the point that we have to be real careful about in giving to individuals or to unapproved non-profit organizations.

Alan: You can give to an organization for the support of an individual, though, for Campus Crusade, et cetera.

Chet: It's even a little bit questionable as to how you do it. If you're going to put on that check, for so and so; it's questionable whether this is acceptable or not. These fellows said rather than putting it on the check, they said to put it on a separate slip of paper, that you want it to go to an individual or a certain organization.

Al: Maybe that's why Campus Crusade and some of these counseling organizations say make the check out to them, and on the envelope say where you designate it for.

Marvin: Well, I'm not trying to designate a program for giving, really; what I was trying to say, was maybe some people who don't give a great deal to the church, still are giving their tithe. Maybe we ought to try to direct that tithe somewhat to the church, if we have them as members here. That is really all I was trying to say.

Alan: To help make an idealogical point, I'm not a Malachi man, if you know what I mean by that. In other words, I'm not a legalist. I don't think Jesus was a legalist, when it came to that. In fact, our Jesus was sort of an Existentialist when it came to giving. By that He was very situational, and commanded 100%, such as the widow's mite. That was the criteria by which He judged the individual, rather than a fixed sum. I believe there are individuals who can do a lot more than others, because of the nature of their situation. So it's very situational - an Existentialist sort of thing - that should characterize the giving of the church. But all this should stem from a real life of total commitment. It seems to me the most appropriate guide, in terms of giving is what organization involves me the most and do I receive the most service from? And that is the one I should give the major portion of my contribution to, whether it's 100% or 10%. I think if we use that for our guideline, maybe some of the issues that come up regarding extra-curricular giving would have some sort of criteria. To me, it seems that all of us receive the most services from this church here. I hope you will receive much better in the coming months. All of us are involved most heartily in this church here, and so it just seems logical to me that this church is the one that deserves a great part of your contribution and of mine, as well.

Chet: Move we adopt the Treasurer's Report.

Alan: Second. Adopted. Let's have Board Committee reports now.

Al: Initially, that report was in better shape than we realized.

Alan: We're in better shape than that report indicates. However, we have had two straight $1,700 Sundays in January, which means that if we have two more like that, we're going to be back in the same position we were

In last January; taking six months to dig out of it. So we need the last two Sundays of the month to be in the $3,000 level to make it and use that $1,600 for Budget deficits.

Al: Do Sundays routinely come in about the same? It would seem like several of us get paid monthly, maybe that's why people will give on the first or the last Sunday of the month.

Alan: It's becoming more predictable than it used to be. Usually the first Sunday or the last Sunday of the month, depending on when the payday falls, has the highest giving. The last Sunday is high and the middle two, of course, are low.

Mark: December is a big month, and January is a low month, too?

Alan: Well, for the last two years that's been the trend.

Mark: Well, I remember when Dad was involved. He used to talk about that a lot; about people slipping their money in under the wire for tax purposes, and then they'd put in January's allotment, too, to get it back in the previous year. And you have a big huge December and a small January.

Alan: Well, I'm sure part of it is reflected there. I'll just tell you I don't pull any tricks with you at all; I don't have two or three sugar sticks that I turn to and say, "Okay, make up the deficit for us this month, will you?" I don't have anybody like that. I wish that it would be possible to have some people like that. We just don't have them. I can't get up there and say we made our budget when we didn't. And it's only a matter of having lunch with my sugar stick on Monday and getting the rest. It's just all of us pitching together. That's the way it is, if we're going to make it.

Paul: I don't think a sugar stick is good for our church anyway.

Alan: We have the motion before us and seconded for the Treasurer's Report. All in favor, say Aye.

---Aye.

Alan: Opposed? Carried. All right, do we have any committee reports? Education?

Al: The Education Committee briefly - is that the Sunday School has incorporated an enrollment clarification system and reporting procedures. We will be formulating an ad hoc committee to poll the constituency and thus begin the first phase of this operation.

Alan: Thank you, Al. Any questions? Lots of good things are going to happen in the next year in Education.

Tom: We are going to be making use of some of the other rooms in the other building? To alleviate crowded conditions?

Alan: Right. All the teen religious education is being moved to the other building— freeing up Ray Leach's office and the Small Chapel.

Tom: This would make available space, though then, for a younger, young married class and things like this.

Alan: The Education Committee is exploring lots of possibilities and I see some good things emerging.

Ray: Several of those younger young marrieds are going to be meeting, and we hope we'll have a class very shortly. One of the large classes that is sharing the lower auditorium is considering a move across the street. We'll see good utilization of that building.

Alan: We are also building a good week-day education program, too. All right, Buildings and Grounds.

Jim: I only have one. We were referred to the parking situation, and I had one meeting with Ray; I talked to a couple of other people. We're not really satisfied yet; so we'll have to be deferred one more month on the parking situation. Questions?

Tom: I, for a good number of years, was parking chairman, and recently I was relieved of that responsibility, but the large lot out here we had a sign saying "Reserved for First Church of the Nazarene only." When we were paying $167 a month for that lot, I was very careful to police it quite well. But then when the lot was sold to the Evans Products, they said, "No, we're not interested in your money or your sole ownership of the lot, and let's just leave it an open thing for anybody." For at least six minths or a year or so, I still put my little signs up there, and attempted to carry out the bluff. I'm not sure that this shouldn't be done. I think we need somebody out in the lots to kind of watch over things, especially for security reasons and things like this now, too. It'd probably be good if we could have some kind of a letter or an understanding to our people of what we can expect, or how we can expect to use these lots during the week and so on. I know that it does create quite a few problems when you go out and you have a parking ticket on your car. Now I parked in this little square lot over here today.

Alan: I followed your example.

Tom: Yes, but I'm not parking chairman anymore. If we go out there and our car is towed away, is that the church's fault, or is it mine, or would it be good to have an understanding?

Diane: It's your fault. (laughter)

Tom: It's my fault. But it's a real possibility.

Alan: I'll just share this with you, Tom. We had our Senior Citizen's Christmas dinner on a Monday night, what was it - six of our senior citizens parked in the Evans lot, and after the dinner these people on fixed incomes and poor, went out there and all six of them had traffic tickets on their cars. Of course, this was a major issue in life to them. So they came back in and talked to Ray and myself, and we collected them all. I wrote a letter the next day to the traffic organization and told them who had received the tickets and said something to this effect: "Now you're aware of the adverse publicity that the senior citizens on fixed incomes would have, so I am therefore returning all these tickets and I really don't expect to hear from you again." Sure enough, I haven't. Apparently it did work out.

Al: Is it my understanding that we are allowed to park over there.

Alan: Today, yes. No problem today. Week nights, it's been a problem.

Diane: Even on Wednesday?

Alan: No, Monday, Tuesday, Thursday and Friday.

Ray: We may use it by a blanket rate, if we order by the month, in advance. They don't want to fool with individual day notification of blanket use. We could use the lot more than we're using it. It might be important for the Building and Grounds to meet and discuss whether we do want to rent a blanket usage of the lot on a monthly basis.

Diane: Right now, we're paying $2.00 for each night we want to use it, but we have to pay in advance. So we're paying $2.00 for every Wednesday night plus $2.00 for any night we know we're going to have a special activity. But they have to be informed in advance. The cost isn't that much.

Alan: No, it isn't. Anything else, Jim? Finance Committee?

Chet: We have touched on finances. Perhaps that's all we should say.

Alan: Policy and Program?

Ron: Yes, we are involved in this months' time effort of developing a policy handbook. The pastor has been very concerned about this for awhile and has assisted us. One of the interesting things, as we look at our records and try to determine what has been policy in the past, is that

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we really never in all these years have assembled these policies in all the work we've done over the years - it has never been assembled in the way we easily refer to. Not only easily referred to, but easily added to or brought up to date. So, we're hoping to put that into use, or a condition we can use it in. We have had a meeting and gone over existing policies, to the best of our recollection of all the records. We're in the process now of working with Paul Lais - one person in particular who has been very cooperative to help us develop a system of service. He worked for the Forest Service for a number of years and had a system which seemed applicable and we hope to organize in a similar manner, according to our church committee assignment areas. Thus, it will be an easier thing for each committee to refer to keep up on a regular basis, and hopefully it will do us some good. I think that's about all we have.

Alan: Thank you, Ron. Any questions?

Jim: I think that's great. We need that policy handbook.

Ron: You know, your comment made me think - in Building and Grounds folder some records and things of that nature, that I know, in looking over our other records, your committee could get together that information that would be useful for us. Such papers as the record on the building equipment and so on, and this record on maintenance. I would suggest that if any of the other committees have in your records things you're working by or you know of that you think I might now have, please be in touch with me.

Alan: Well, I feel anxiety and I have a strong feeling you do too, looking at your watches as you have the last few minutes. So we'll bring this to a close with just a couple three announcements: Ray, would you want to give yours?

Ray: I think one of the finest mission organizations that I know anything about is World Vision. They're planning a missions planning conference three weeks from today at the Reedwood Friends Church. The staff is going to be participating, and in light of the concerns that were mentioned here, a good share of this meeting, concerning planning and the interrelationship with giving, this is probably going to be one of the finer opportunities available to any one anywhere in the Northwest this year. The prime speakers and workers during this convention are going to be several who'll be the head of the organization, Mr. Edward Dayton, who is a management consultant who is now full-time with World Vision, he comes out of the aerospace industry, will be present. There will be several other very exceptionally gifted people to talk to church planners about the effectiveness of the kind of planning that goes on in the local church or its mission. Whether we're talking about foreign missions or

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home missions or what we're doing right here in our own local church program. They're really going to focus in on this. I think it would be very worthwhile. I have two of these brochures, and I'd like to pass them around the table. I'd be very interested in talking to any of you about spending a day with the staff down at Reedwoods Friends Church, three weeks from today, February 9th.

Alan: Thank you Ray. Now, just two more things. First, a very brief report on our property situation. We've been looking into this twelve acres across from the zoo. Our first need was to get access to it from the freeway. There's about 250 feet of ground in front of the only place the Highway Department would give us access, that the Park Department owns. The Park Department, after petitioning, turned us down, and for awhile I felt it was all but dead. I have had some second thoughts, under the warm rains of Hawaii. I want to explore that further with you - the possibility of still going after that 12, but possibly using some stronger measures of getting it, or trying to get it, than we've used so far. I'll deal with that next board meeting.

Number two is this: I'd like to form an energy usage committee, which would meet and come up with some recommendations for church life in case we are forced into a gas-rationing situation. Now, they tell us that the soonest we might have this, is summer time now, and we'll hope they won't have it at all. Now is as appropriate a time as any to think in terms of what impact there would be, and how we shall deal with that impact. I will welcome your suggestions for potential members. I'd like to have about a seven-member committee. We'll be sort of a small group in our work with that issue. It should be composed of some individuals from outlying areas. We shouldn't have the group totally comprised of people who live only a mile or two from the church. It should include, perhaps, someone who will depend upon others for transportation now, it should include someone who has the sensitivity toward transportation issues in Portland in the future. So, I'd like to form that within the next three or four weeks. Please feel free to give me suggestions as to who you think would be the best possible representation on that committee. All right - just give to Ray or myself your suggestions any time you'd like.

Frank, do you have any reflections you'd like to give us?

Frank Strange: Oh, the thought of New Year's resolutions very rapidly led to talk of commitment and we went through the morning thinking about commitment to programs, expressing commitment with a wife or among finances or whatever; and how do we tell of our commitment to other people? How do people know about it? It's very rich for my own thinking to reflect on this for myself, and that's sort of where I get the feeling of community of the whole thing of religion. Wondering how that is not being tied to

any one agenda? I started to get the feeling of being together, I have to go over November's notes to compare, though. How do we express it? I'm not sure. At times we think it's silent - or quite a few people are silent - if it's the feeling of commitment. I'm not sure it's accurate for what I'm measuring. I guess I just sort of want to say I really appreciate the opportunity to think some things through for myself. Hope that you'll make room at meetings to just take time out deliberately to talk about something else, as someone commented very well, we can just talk in our nice, friendly conversations - and maybe get into a little more depth - but to deliberately take some time out and say, "Hey, let's get to know each other again. Let's put that on our personal agenda." When we start doing that, an awful lot of neat stuff starts to happen. When we think about it, that will have a lot of meaning.

Alan: Thank you Frank, for being so willing to be our observer all this time. I hope some of you have gotten acquainted with Frank. You know, this is not really too kosher, in the professions, but I would like to put in a good plug for Frank as an outstanding therapist. If you, or your family, or your friends ever need some help that you would rather take beyond the services of our church - that is myself or the staff - I would heartily recommend Frank as a very qualified psychotherapist, and somebody who understands religion and is a religious man himself, a very committed man who has a real sensitivity towards the kinds of problems that people dealing with religious issues face. His office is over on 40th and Tillamook.

Now, I want to introduce to you somebody special. He tells me I have to have movement in my group leadership and since I didn't have any movement today, I'll move over towards him. I'd like to present my friend and my Chairman, Dr. Bob Leslie. I think he wouldn't mind if we called him Bob. He is properly referred to as that. Bob, I'm not really given to gushy kinds of things, but do you mind if I say this?

Bob: Do.

Alan: Bob is Professor of Pastoral Psychology and Psychology of Religion in the Pacific School of Religion at the Graduate Theological Union which is also associated, as you know, with the University of California at Berkeley. He's been my Chairman for these going on five years now. Three men have had impact in my life, probably more impact than anyone else; one was a seminary professor by the name of Willard Taylor, who most of you have met, who taught me to be a theologian; the second one was Dr. Bob Woodward at N.N.C., who taught me to be a political scientist, to integrate politics with my theology; the third man who has

had the most significant impact in my life is this man here, who taught me to take the interpersonal and the intrapersonal and make that a vital part of my total perspective on life. I've worked hand in hand with Bob. He conferred a tremendous honor on me for two straight years allowing me to be his Graduate Fellow, and to assist him with some of his sources. Sometimes when he was absent, I took some of his groups for him. It's just been a great relationship. Bob, is here to check up on me; he's also here to do some other things with us. He is going to take families tonight and their children and conduct a very interesting experience. It's not going to be a lecture, Bob is not the typical lecturer. It will be a modelling sort of thing, and I would encourage you, even if you haven't signed up, to come. It's on parent-child communication, parent-parent communication. Ray, did you talk to Bob about this, and has it been clarified and announced? Some wanted to bring younger children than Junior High. Is that going to be all right. All right. If you want a real experience in dealing with family communication, come bring your spouse if at all possible please bring your children. That's a part of the thing tonight, too. It's $5.00 a family.

Ray: Dr. Leslie expressed to me before we started this morning that since we here would not represent a very large portion of the total, we can handle children under the Junior High age and feel quite comfortable with it.

Dr. Leslie: Sure - come and if you would like to bring your kids, okay.

Pastor: I'm going to turn this last portion over to Bob - by the way he is going to be preaching for us in the morning service.

Bob: Thanks Alan - this has been fun - many ways it has been a long morning and I'm not going to talk very much. I watched a lot of administrative boards function and I'm not sure you realize how unique you are, but this morning in terms of how boards characteristically work - especially when you spent the first 25 minutes reaching out to each other; getting a feel of each other so that every one in the room was involved. Identified by name, incidentially. I don't suppose a single person in this board can go away from this meeting except as he/she goes feeling, "well they knew I was here and what's more they wanted me to be here. They wanted to hear from me."

The other thing that is really unique about you is that the chairman shared quite directly and quite personally. So you don't have to guess where he is and that models in a very nice way a leadership that you and I can carry out in the board, committees, classes, other structure in the church. Very neat if the leader himself knows what is going on.

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Don't have to guess - it's right there. Now the last thing that I noticed was you can deal with some touchy areas, like the fact some of the people around these tables aren't really quite measuring up to their financial responsibilities - touchy subjects. Most boards never touch them - stay away from them. They only deal with that which is safe. I think it is a great thing when a board like this is able to deal quite openly with whatever is present. I see a great future here and am delighted with Al's being here and providing leadership and to be able to spend this weekend with him.

Pastor: Thank you Bob. I hope you take opportunity to get acquainted with both of these men before you leave. Thank you for coming on a Saturday morning. I know it was a sacrifice but I hope it will be the last Saturday morning board meeting we will have to have.

Kirby: I'd just like to say that this perhaps has been one of the heaviest and gloomiest board meetings that I've ever been in - but like what Tom Leupp said in our class - if I had any resolutions for the new year that would be it - that 1974 is the year of "opportunity" - that is in my own personal life and I really feel it strongly for this church and it is really going to be a great year!!